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APRIL, 1957

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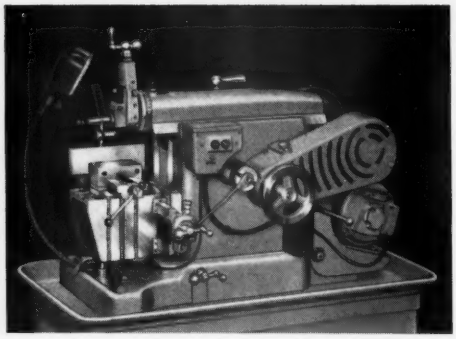

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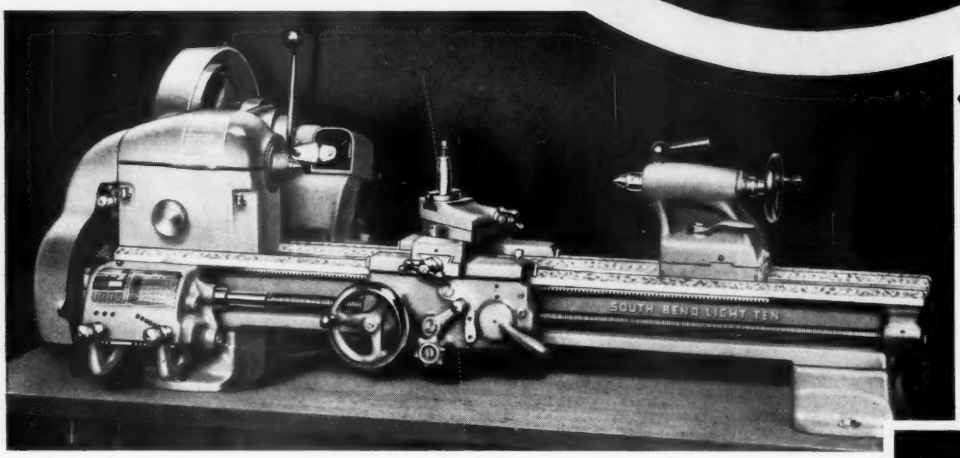

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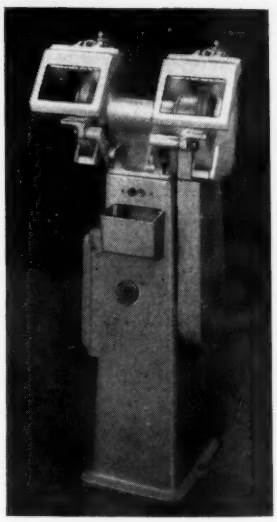

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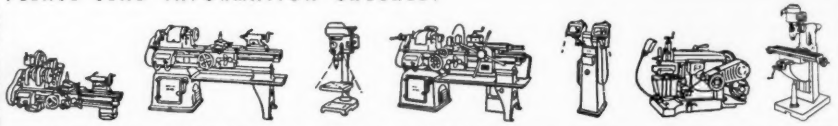

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COMMENT

THE SALUTE TO IDAHO copies of the JOURNAL have been received and the feature is meeting with very favorable reaction. Extra copies are being sent complimentary to our leadership. Governor Robert E. Smylie was particularly pleased with the JOURNAL.—GEORGE E. DENMAN, Idaho State Director of Vocational Education.

* * *

THE IDAHO salute was excellent. The salute series in general has been outstanding and I, for one, will be sorry to see it end.—RUSSELL K. BRITTON, Director of Instruction, Denver, Colo.

Ed. Note—The salute to West Virginia in the May, 1957 JOURNAL, will be the 38th in this series. States to be saluted in the 1957-58 publishing year are Minnesota, November; Louisiana, December; Wyoming, January; Iowa, February; North Carolina, March; Rhode Island, April, and Florida, May.

* * *

WILLIAM SELDEN'S article, titled *Let's Teach Them About Stocks and Bonds,* (February JOURNAL) was expert handling of a complicated subject. This will be a valuable aid to business teachers everywhere. —THOMAS MCBREEN, Rockville, Md.

* * *

MY COMPLIMENTS on a fine JOURNAL. The magazine has been considerably improved during the last few years. Keep up the good work. —JEAN H. HOUTCHENS, Washington, D. C.

* * *

I CAN ASSURE you that each month I look forward to receiving my copy of the AMERICAN VOCATIONAL JOURNAL. Your salutes to the states are highly informative. Other features are consistently and professionally fine. — GEORGE STONE, New York, N. Y.

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JOURNAL COVERAGE of AVA's 1956 convention proceedings was top rate. This type of record of the many important meetings that AVA arranges is a valuable professional aid. —MARIAN CARTER, Pasadena, Calif.

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Vol. 32—APRIL, 1957—No. 4

THE JOURNAL FOR APRIL

THE COVER

The Ryan Family—Mother, Dad, and teenagers Joe and Betty—consider the scope of Cincinnati's new Central Vocational High School plant. To find out what vocational education has meant to the Ryans and other families in Ohio, be sure to read the Journal Salutes Ohio, pages 12-19.

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AUTHORS

A WEALTH OF previously unreported information about vocational education is in J. R. Cullison's *States Report* Progress, p. 20. The National Association of State Directors of Vocational Education asked Mr. Cullison to survey the states to find out what is being done to develop a program geared to the needs of the people. Mr. Cullison, who is Arizona's State Director, gave meticulous attention to his assignment.

Until last July, Mr. Cullison served Arizona as State Supervisor of Agricultural Education as well as State directoh. He assumed both jobs in 1948. Previously he was Assistant Professor of Agricultural Education, University of Arizona, for eight years; and a teacher of vocational agriculture in Illinois and Arizona for eight years. He majored in Agricultural education at the University of Illinois where he earned his master's degree.

* * *

EVERYBODY GOT INTO THE ACT in writing the *Salute to Ohio*. The project began when a planning committee including two Ohioans who were members of the JOURNAL Editorial Board, met almost a year ago. Present were Ralph A. Howard, Director of Vocational Education, Chairman; William R. Mason, Supervisor of Industrial Arts Education, Cleveland Public Schools; William B. Logan, Teacher Trainer of Distributive Education at Ohio State University; P. S. Waldeck, Supervisor of Industrial Arts Education, Ohio Department of Education; and Ralph J. Woodin, Department of Agricultural Education, Ohio State University.

This committee decided that the *Salute to Ohio* should be presented in the form of a feature story showing the activities of a boy and girl and their parents in becoming acquainted with vocational education in a typical Ohio school. Their selection of this format was made because they saw the possibility of using several thousand reprints in Ohio and because they wanted Ohio's story of vocational education told as simply as possible.

Ralph Woodin was asked to develop the plot and to write a story based on his own understanding of the various programs of vocational education in Ohio. His preliminary draft was circulated to the supervisors of each of the vocational services who made corrections and filled in additional details regarding their own programs. The supervisors included W. G. Weiler, Vocational Agriculture; Enid Lunn, Vocational Home Economics; Marguerite Loos, Distributive Education; Byrl R. Shoemaker, Trade and Industrial Education; John Odgers, Guidance Services; and Ralph A. Howard, State Director. The final draft was re-submitted to Dr. Woodin who incorporated the changes and rewrote the entire feature in terms of the original plot and in the language of the principal characters.

J. ASBURY SMITH, Professor and Chairman of Industrial Arts, Central State College, Edmond, Okla., authored TV or not TV, for this JOURNAL. This feature is based on a review of literature for Dr. Smith's doctoral dissertation, *Implications of Television for Industrial Arts*, that was accepted by Wayne State University in

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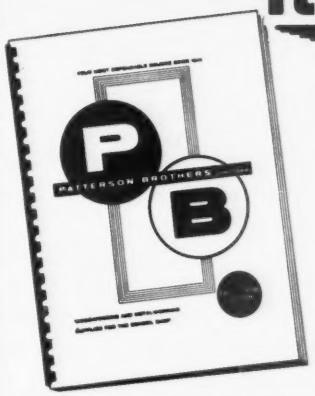

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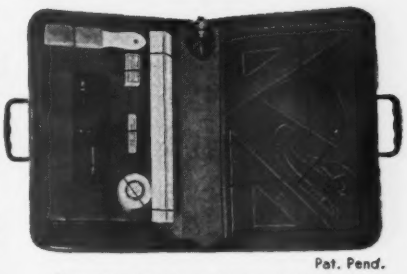

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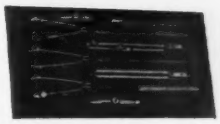

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January, 1957. The study was directed by G. Harold Silvius, Professor and Chairman, Industrial Education, Wayne State University, and JOURNAL Editor for Industrial Arts.

A native of Texas, Dr. Smith earned his BS at Central State College and his MS at Oklahoma A & M. He has been in his current post since 1942; previously he served as a teacher and principal. A former president of the Oklahoma Industrial Arts Association, he has been Secretary of the Oklahoma Council on Industrial Arts Teacher Education since 1951.

* * *

BOND L. BIBLE, author of Farm *Safety on the March,* is supervising teacher of vocational agriculture, University High School, Morgantown, W. Va. Under Mr. Bible's guidance, the University High School FFA has chalked up remarkable accomplishment in promoting and observing safety practices. For good ideas, as well as inspiration, be sure to read this feature.

* * *

DR. DONALD K. BECKLEY, author of *Where Can DE Find More Students,* Page 30, is Director of the Prince School of Retailing, Simmons College, Boston.

* * *

THE SUPERVISOR of engineering training for McDonnell Aircraft Corporation in St. Louis, Harold N. Hertenstein, discussed industry's need for skilled technicians as a panel member at the general meeting of the American Technical Education Association during the 1956 AVA Convention.

What Happens to Technicians, page 29, is a brief of Mr. Hertenstein's remarks, presented in this issue in response to many requests.

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"AND TRAINING"

Educators—both general and vocational—throughout the nation are greatly disturbed about the fact that the federal Department of Labor has added the words "and Training" to the Bureau of Apprenticeship and is requesting an extra appropriation from Congress to augment the "and Training" part of its program. Educators in general do not look with favor on any agency of the federal government, except the Department of Health, Education, and Welfare, becoming involved in education or training.

This is about the only point on which all educators agree. Most educators are in favor of federal aid for education without federal control. They certainly do not want a federal agency operating, promoting or influencing education or training programs of any sort, except those carried on through and by the Department of Health, Education, and Welfare.

The concern of educators is due not only to their opposition to the general principle of the federal government becoming directly involved in education programs, whether operating or promoting them, but for fear it may retard and damage the apprenticeship program which has the full support of educators. Most educators are agreed that there is a great need to expand the apprenticeship program and that the federal Department of Labor has an important role in cooperation with vocational educators, state apprentice officials, labor and management to further develop this program. They do not want to see this program abandoned or neglected.

AREA VOCATIONAL EDUCATION BILL

Representative Carl Elliott (D), Alabama, recently introduced in the House of Representatives H.R. 5465, which is identical with the Senate (S. 1298) version of the area vocational education measure. Congressman Elliott is chairman of one of the sub-committees of the House Education and Labor Committee that will handle the new vocational bill. He has been a staunch supporter of vocational education for many years.

No hearings have been scheduled for the area vocational education measure in the House or in the Senate. There is every indication that hearings will not be scheduled until some of the controversial legislative measures are out of the way.

CLASSROOM CONSTRUCTION MEASURE

Marion B. Folsom, Secretary of Health, Education, and Welfare, wrote a rather scorching letter to John Coleman, President of the Chamber of Commerce of the United States, on March 8, complaining about the tactics "and the misleading and erroneous" presentations made by the Chamber of Commerce in attacking the classroom construction measure. In his letter, Secretary Folsom pointed out that he served six years as a Director of the U. S. Chamber of Commerce and was at one time President of a local Chamber. Secretary Folsom said "I have therefore been surprised and deeply disappointed at certain seriously misleading and inaccurate statements in the Chamber's publications."

Secretary Folsom appeared for the second time before the House Sub-

committee on Education and Labor on March 12 when he again pointed out the great need for federal assistance to help meet our nation's crisis in providing classrooms. He said that at the start of the present school year the shortage amounted to 159,000 classrooms. He stated that President Eisenhower is giving full support to the classroom construction measure even though he is deeply concerned over economy in the government.

In presenting the need for federal assistance, Secretary Folsom said: "Some communities simply do not have the resources to build the schools they need. Unless they get help, the education of children will continue to suffer...Surely the richest nation on earth can afford to provide adequate schools for its children. In any age, to economize at the expense of the education of children is a false economy. Especially in today's circumstances, such a false economy could be detrimental to our national security and our expanding prosperity. I know of no sounder or more prudent investment, from either an economic or a social view, than the education of children."

We congratulate and commend Secretary Folsom for the stand he is taking in support of education in this country.

DEPRESSED AREA BILL

A few days ago S. 964 was introduced in the U. S. Senate by Senator Paul Douglas (D), Illinois, for himself and 18 other Senators. Purpose of the measure is "to establish an effective program to alleviate conditions of substantial and persistent unemployment and under-employment in certain economically depressed areas." Section 19 of this bill, under the heading "Vocational Training" reads:

"(a) The Secretary of Labor shall determine the vocational training or retraining needs of unemployed individuals residing in redevelopment areas and shall cooperate with the Secretary of Health, Education, and Welfare and with existing state and local agencies and officials in charge of existing programs relating to vocational training and retraining, for the purpose of assuring that the facilities and services of such agencies are made fully available to such individuals.

"(b) Whenever the Secretary of Labor finds that additional facilities or services are needed in the area to meet the vocational training or retraining needs of such individuals, he shall so advise the Secretary of Health, Education, and Welfare. The Secretary of Health, Education, and Welfare, through the Commissioner of Education, shall provide assistance, including financial assistance when necessary, to the appropriate State vocational educational agency in the provision of such additional facilities or services. If the Secretary of Health, Education, and Welfare finds that the state vocational educational agency is unable to provide the facilities and services needed, he may, after consultation with such agency, provide for the same by agreement or contract with public or private educational institutions: provided, That the Secretary of Labor shall arrange to provide any necessary technical assistance for setting up apprenticeship, journeyman and other job training needed in the locality."

This looks like another attempt by a non-education agency of the federal government to become involved in a vocational training program. We recommend that you write for copies and study this bill.

W. D. Mobley

Executive Secretary and Editor-in-Chief

In case you're waiting . . .

The revised edition of AVA's popular *Vocational Advisory Committees* has not yet been completed.

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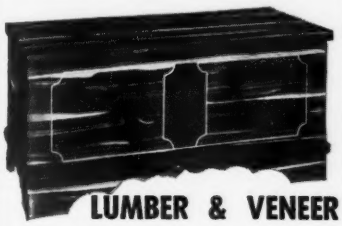

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APPLAUSE

—TO NANCY Kimbrell and Mrs. Lois Salter, Secretary and President, homemaking section, Louisiana Vocational Association, and Lillian Talbot, Louisiana's Northern Area Supervisor of Homemaking, for seven solid columns of AVA convention reporting in Louisiana's homemaking newsletter, March 1957. St. Louis highlights, professional news, and notes of interest are efficiently recorded for homemaking teachers in Louisiana.

* * *

—TO THE FLORIDA Vocational Association because the vocational program in the sunshine state has "grown beyond its bounds" during the past five years and FVA will issue a regular *Newsletter* as a first step in bringing "closer participation and cooperation among the various services."

The first issue of the Florida *Newsletter* has arrived at AVA headquarters and we congratulate FVA on a job well done. The publication describes a plan of reorganization for the Association that was developed after careful study of vocational organizations in Utah, Tennessee, California and other states. FVA Executive Board members met with Assistant Executive Secretary Lowell A. Burkett last fall to review their findings and prepare specific proposals for presentation to the membership. The entire reorganization plan is intended to create a "closer working alliance with the service organizations that are the basis of vocational education unity in this state."

Final decision will be made at the 1957 spring convention.

* * *

—TO OHIO for ordering 4,000 additional copies of this issue of the JOURNAL for a special internal and external public relations program. We applaud Ohio too for their feature (Pages 12-19) about the Ryan family —a unique and particularly effective way to tell the story of vocational education and how it can help American youth as well as adults.

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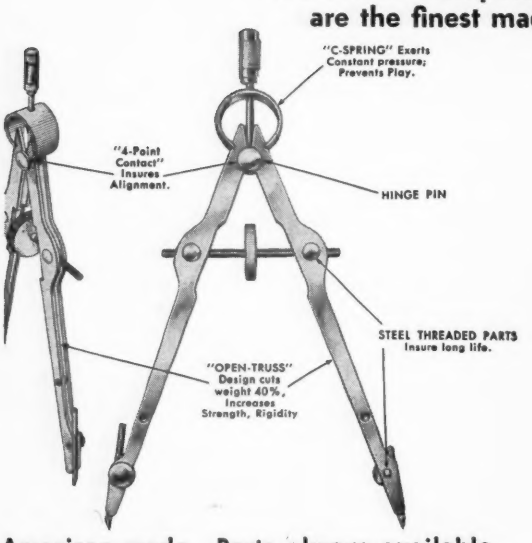
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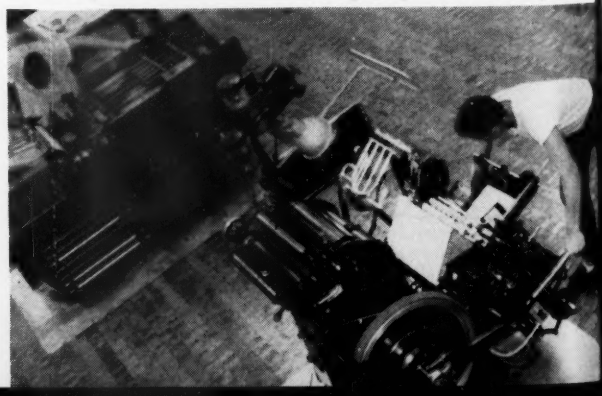
THE OHIO STORY

Top, Ohio's state and local supervisors at 10th workshop. Above, Star Farmer Wayne Vogel talks over his farming operation with vo-ag teacher Harold Moorhead, and family.

Archie McNutt, center, and his six State Farmer sons, are posed here with vo-ag teacher Lewis Rader of Dunkirk, Ohio.

Almost all equipment in this ceramics lab, McKinley Occupational School, Dayton, was made in the school's shops. Below, press room, Patterson Coop High School, Dayton.



GUEST EDITORS

Ohio Governor C. William O'Neill

VOCATIONAL TRAINING has become an important aspect of education in our dynamic society. Here in Ohio, we have done much to meet the demand for vocational training an dwe are working to expand our facilities.

Known as the Index State, Ohio is populated with interested and vigorous people, ready and willing to accept new responsibilities and methods.

Far enough inland to be a part of the nation's heartland, Ohio is also a border state with characteristics of the east and the west. Where thousands of Indians roamed years ago, Ohio's 8,500,000 people now share in an amazingly large part of the activities of the United States.

OUR STATE IS blessed with an abundance of natural resources. Mineral deposits are easily exploited and we have good market facilities over a great network of railroads and highways. We will also have a seaport when the St. Lawrence Seaway opens, bringing still another great wave of industrial expansion. Coal deposits in Ohio and neighboring states facilitate generating power. As one consequence, a gigantic aluminum plant is being located in the Ohio Valley.

But Ohio's greatest asset is the diversified skill of our working population—machine operators to supply the world's center of machine tool manufacturing; technicians; engineers; managers; and agricultural workers.

MUCH OF THE development of this skilled working force is the result of effectively applying up-to-date techniques of vocational training.

So as AVA salutes Ohio, all of us salute the invaluable contributions made by those of you responsible for the progress of vocational education to our state and the nation.

R. M. Eyman, Ohio Superintendent of Schools

I HAVE HAD BOTH direct and indirect contacts with vocational education since the beginning of my school administrative experience, dating back to 1922 when as a local school executive I helped establish the first vocational agriculture department in the Fairfield County school system. Since then, as a county superintendent and later as a member of the State Department of Education, I have watched this program expand to include vocational home economics, trade and industrial services, distributive education and guidance.

I am pleased to have this opportunity to participate in the JOURNAL'S salute to Ohio.

I believe all boys and girls in Ohio are entitled to the education that will make them good citizens.

Education does not mean just knowing facts; it is equally important to know meaning. Education goes further than this and implies the utilization of all facilities in developing the human faculties to the maximum in the areas to which the person is led by natural inclinations.

Education is the whole set of changes produced in a person by learning. An educated person can do many difficult things that an uneducated person can not do. He has high ideals, control of emotions, a friendly spirit, intelligent purposes.

Vocational training is an important part of the public school program and of the education of the modern boy and girl.

IN THE SCHOOL shop the student cannot use such materials as wood, metal and plastics without wondering where they come from. He may be interested in tracing the sources of these materials. If so, he will open up a view of history and geography that will give him an entirely different idea of the world in which we live. If he studies how lumber and metal are prepared he gets some idea of how the world is tied together by cooperation and brotherhood. All these raw materials have been through other hands before he can use them.

The student also receives a deeper grasp of arithmetic and science when he sees how fractions, decimals and denominate numbers are used in working with tools and materials. The laws of chemistry and physics are applied in the school shop.

(Continued on page 36)

Salute to OHIO—

Where Vocational Education Is a Family Affair

THIS MONTH'S salute to Ohio depicts the adventures of the Ryan family in discovering how vocational education can enrich lives and enhance opportunities. Center City is a mythical-typical Ohio community where the Ryans explore a modern high school. The characters are fictional but their experiences realistically portray the impact of Ohio's dynamic vocational program.

IT'S GOING to clear up, thought Marie Ryan as she walked to the mailbox.

Two miles away, filling the valley and its southern slope, sprawled Center City, population 15,169. From the mailbox Marie could pick out the smoke stacks of Grant Manufacturing where her husband Charles had reported an hour ago for his first day's work. Far to the right she could also spot the cream brick Center City High School where their teen-agers, Joe and Betty, were enrolling. The town presented a peaceful picture, surrounded by a checkerboard of rich farm land.

The sun speared through scattered clouds, spotlighting a tall white farmhouse 50 yards away, and faded red farm buildings. Empty packing boxes and uncurtained windows proclaimed the Ryans had just moved in.

Now, maybe things will be better, mused Marie. Her husband's operation, the long pull back to health, and the resulting financial strain had brought them to Center City where

GUIDANCE DISCLOSES NEW HORIZONS

Charles' industrial job was a real windfall. The little 20-acre farm seemed to her the fulfillment of a dream. If only Betty and Joe would grow to appreciate it!

HER FACE clouded. Joe seemed determined to quit school on his sixteenth birthday. It wasn't that he couldn't do the work—he simply failed to see how a high school diploma could help him do what he wanted to do.

And Betty, too, whose idol, Aunt Jean, was a buyer for Macy's in New York. Betty longed to be just like her. How, she asked, would a third year of high school help?

No, breakfast had not been a happy occasion. Charles' ultimatum that the two would stay in school until they were graduated made Betty tearful; Joe, sullen.

The development of technical knowledge, skill and craftsmanship through vocational education is vitally important to business, agriculture and industry and, therefore, highly essential to the economic welfare, progress and security of America. Vocational education, however, must be kept in good balance with our other educational needs in all the academic fields.—Raymond C. Firestone, President, The Firestone Tire and Rubber Co.

If an education can give you these things, teach the duty of citizenship, teach the growing generation how to make a living, and contribute our knowledge to the advancement and welfare of each other, I believe it will go a long way toward wiping out this world-wide dissension which we all know is so prevalent today.—Charles F. Kettering

BUT at Center City High, Betty and Joe Ryan were no longer upset. They were talking to the guidance director, Kenneth Snowden, after registering and presenting transcripts. The principal had seemed friendly and now Mr. Snowden was learning a great deal about their earlier school experience, their hopes and plans, their conflicts and disappointments.

Promising youngsters — once we get them on the right track—thought Snowden. Joe, clean cut and frank, asked intelligent questions. Betty, too, could take a prominent place in the student body, possibly becoming one of the outstanding girls.

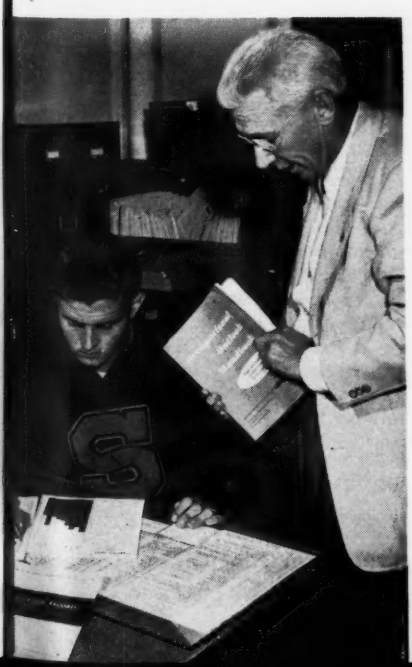
"What are these vocational courses you mentioned?" asked Joe. "We didn't have any at the last school we attended."

He couldn't help being impressed by Mr. Snowden's helpfulness and the many study choices he offered. Those shop classes, now, might not be too bad.

THE THREE talked together for nearly an hour. Then Mr. Snowden arranged for Joe and Betty to take an interest inventory and an aptitude test battery. Next day, he explained, they could return to his office to set up class schedules and make tentative plans for their remaining school years. He urged them to discuss their plans with their mother or father and invited both parents to come to the school if they had questions or suggestions.

TURNING to Joe, he asked: "Why don't you visit our industrial arts shop down in room 105? Mr. Andrews has a class of juniors there right now and Mr. Hendricks has an auto mechanics shop in 112. Since your folks are living on a farm you might also want to consider vocational agriculture. Mr. Willard is the teacher; he's in 114. You'll see a big Future Farmer sign on the door."

To Betty, he said: "You might want to look in at the business education department in 210. And three doors down the hall Mrs. Doris Sands teaches distributive education. Miss Marian McCartey is in charge of our vocational home economics program another three doors to your right. Classes change in five minutes so this would be a good time to start getting acquainted."



THIS IS ONE example of how vocational guidance operates with trained guidance workers in the rapidly growing number of Ohio's high schools. John G. Odgers, State Supervisor of Guidance Services, and two assistant supervisors assist in such programs. They advise local school executives and guidance workers on programs, conduct or advise area guidance groups, and complete research projects on guidance or the extension of vocational education. They publish and distribute guidance materials to over 1,300 local counselors and others.

ALTHOUGH vocational funds do not reimburse local counselors, Ohio's guidance service plays a major role in advancing local programs, which have increased 300 per cent since 1947. More than 15 county guidance directors were added this last year, extending trained leadership into over 100 more rural schools.

OTHER SERVICES include conferences, research on community surveys and analysis of student interests, improvement of course selection, and the provision of guidance materials for teachers and coordinators. The Vocational Guidance Service helped organize the Ohio Association of Counselor Trainers whose members represent Ohio's 11 counselor training institutions.

HOW VO-AG SERVES

Checking hundred bushel corn yields is becoming commonplace in Ohio.

CONFUSED in his directions when he left Mr. Snowden's office, Joe finally saw the Future Farmer sign. He knocked hesitantly, walked in, then met a smiling giant of a man who explained he was about to take his classes to one of the boys' farms, where they would learn to select feeder calves. But, he added, two students were staying behind to test milk samples for butter fat. They would explain the program.

Ted Mercer and Peter Spivak proved good salesmen for vo-ag. Pete said he would graduate next spring, then farm on a one-third partnership with his father. His four-year farming program had helped him so much he already owned six pure-bred Guernseys and 46 Western ewes. Twenty acres of corn and 16 acres of wheat had been included in his vo-ag program.

"MR. WILLARD comes right out to your farm to help," Pete reported. "Why just last week he almost walked my legs off getting soil samples from our back wheat field."

Ted was cheering for the Future Farmer chapter.

"You'll have a lot of fun at our parties with the Future Homemakers and at the FFA Parent-Son Banquet. But what I really get the biggest kick out of is showing pure-bred Chester White hogs at the State Fair.

"Of course," Ted went on, "The best thing you get out of FFA is experience in public speaking and chapter business procedure and project committee work.

"See those pictures on the bulletin board? They were taken at FFA Camp Muskingum. We send four or five boys there every year. We really have a ball . . . swimming, fishing, baseball . . . and 20 motorboats!

"Must have been 250 boys there when our chapter went. Over 1,000 Future Farmers spend a week at the camp each summer."

Ted and Pete's chatting reminded Joe of the fun he had had on his uncle's farm. He began to think about farming the 20 acres his family had just taken over.

A fellow could get interested in vo-ag! But, he wasn't sure yet. He might as well see some other departments.

STATE SUPERVISOR Warren G. Weiler heads Ohio's vocational agriculture program. He is assisted by six regular supervisors, four special supervisors for veteran training, and a conservation supervisor. All have offices in Columbus, the state capital, except the man who manages the FFA Camp Muskingum at Leesville Lake and supervises in eastern counties.

All teacher training is conducted at Ohio State University, by a staff of six.

Vocational agriculture, offered in 348 high schools last year, had 11,432 high school students, 2,099 young farmers, and 5,615 adult farmers. Seventy-eight per cent of the teachers held adult or young farmer classes and 44 teachers of farm veterans served almost 1,000 students.

A TYPICAL Ohio district department serves about 50 square miles of rural territory in a four-year high school for about 250 students. The teacher has an average of 35 high school students, 20 the sons of full time farmers, 10 the sons of farmers who also work in industry, and five the sons of rural residents or villagers. This typical teacher has an enrollment of 30 adults or young farmers who average 14 evening meetings during the winter. Many groups have year-round programs. Farm visits by the vo-ag teacher are valuable.

CLASSROOM and shop are usually in the main schoolbuilding, and the teacher is active in faculty, school, and community activities. A Future Farmer chapter is one of the most active student organizations.

A growing number of departments as schools consolidate indicate more attention to part-time farmers, more new facilities (particularly farm mechanics shops) and more emphasis on long-time planning that utilizes lay thinking and help.

At present about two-thirds of all farm boys enter vocational agriculture classes. Many of the rest are in schools with small enrollments of farm boys. Further consolidation is necessary before they can be served economically.

A REAPPRAISAL of objectives seems necessary because in 1957 the number of part-time farmers is double that of full time farmers, even though Ohio is the eighth state in farm output.

School people are beginning to realize our rural schools need comprehensive vocational programs and that the curricula should serve both in-school and out-of-school people who, as part-time farmers, will need further training for industrial work. Classes are arranged in some centers so part-time farm boys can take two years of farming, then two years of trade and industrial work or one (the senior year) of distributive education.

T & I FOR EVERY SITUATION

AS JOE entered the office of the trade and industrial education supervisor, Mr. Holloway was on the phone. Joe heard him say, "I'm glad you're coming to the advisory committee meeting tonight, Mr. Glen. See you at 7:30."

Holloway asked Joe to sit down, commenting that he had been talking with a member of the school's machine trade craft committee.

"You're new here, aren't you?" he asked.

"Yes," said Joe. "And Mr. Snowden suggested I see you before I make up my mind on my studies. First thing, though, I'd like to ask a question. I just had a letter from my cousin Jim, a senior who's learning welding at the new Central Vocational High in Cincinnati. He said they have several different trade programs there—even such things as cosmetology and dressmaking for girls. Do you have that setup here?"

"We only have three programs," said Mr. Holloway, "not as many as in Cincinnati. We're much smaller, you know. Our courses will prepare you for auto mechanics, for machine shop work, or welding."

AS THEY walked toward the machine shop Joe wanted to know if, as a sophomore, he could enter one of the trade programs.

"No," Mr. Holloway replied, "not until your junior year. But if you want to enter one at that time you should take industrial arts this year and learn more about what you like and can do well."

In the machine shop, Joe saw 25 students at work on machines.

"All trade and industrial education classes meet for three hours in the shop here and have their related technical instruction and academic classes in the other half day," Mr. Holloway explained.

"At your cousin's school, students are in shop one week and in classes the next but they have the same amount of shop time and related instruction."

The room hummed. Joe noticed that the older lads were working on what appeared to be the parts of a wood lathe. Others were at shapers, lathes, drill presses and planers.

"Does each fellow make all of the parts for his own lathe?" Joe asked.

Mr. Jenkins, the machine shop instructor, explained that each boy makes several of the same pieces to gain skill and finally all parts have to fit together when assembled.

Mr. Holloway and Joe moved on to the auto mechanics shop where they were greeted by a smiling student:

"I'm Gary Grant, the shop foreman this week, and it's part of my job to show visitors around," he said. He went on to explain that the class was divided in sections. One was doing ignition work, one was aligning front wheels, another was grinding valves, and three boys were doing brake work.

"Each group studied their job in related class and prepared plan sheets that were approved before they began work," said Gary.

JOE'S FACE and questions showed interest. He saw himself in five years, the service manager of a new auto agency. It would pay to stay in school for this kind of training!

The welding shop was next. Here Joe put on a mask to watch a boy make an electric weld. Another group was welding with a gas flame. This is all right, thought Joe, but his mind kept drifting back to the auto mechanics shop they had just left.

Joe's visit wound up at one of the related technical instruction classes. Mr. Holloway told him that, besides three hours in shop, each vocational student spends two periods in class for mathematics, science, blueprint reading, and job methods. Here, he said, the jobs to be accomplished in the shops are planned.

Joe thanked Mr. Holloway and headed for the cafeteria. He could see possibilities in Center City High. A diploma would be handy, he reflected, if he could get the kind of training he wanted.

OHIO, now second only to New York State in industrial production, may soon lead the nation. Industrial expansion has boosted schoolrolls. The need for additional facilities, teachers and programs is reminiscent of war production training days. Total enrollments increased 22 per cent to 37,377 last year.

Eight metropolitan vocational schools serve the needs of large cities where adult and in-school programs have adequate facilities and excellent staffs. Sixty-five other cities offer T and I in comprehensive high schools, well equipped, with well taught classes. Offerings are expanding in an increasing number of small communities through the diversified cooperative training program.

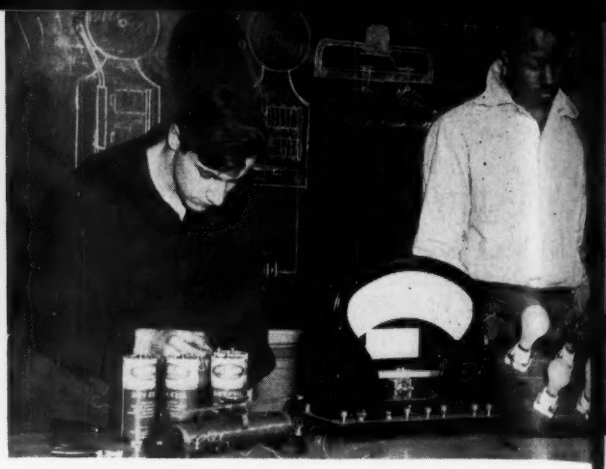
CINCINNATI and Dayton point with pride to new vocational high schools, and Cleveland will soon open a new vocational high and apprenticeship school. New T & I facilities have been provided in comprehensive high schools at Warren, Marion, Lima, Elyria, and Zanesville.

Trade extension and related apprenticeship instruction in 45 cities has contributed to the largest increase this last year. There were 22,925 adults in such courses, 8,226 apprentices.

Special adult enrollment areas in fire service training, supervisory training, and practical nurse education has boomed.

THE STATE T & I staff, headed by Byrl R. Shoemaker, includes four assistant supervisors, eight teacher educators at Ohio State, Kent State, Toledo and Cincinnati Universities; and 11 consultants in the areas of instructional materials development, practical nurse education, supervisory training, fire service training, and rural electric cooperative training.

Local leadership is provided by three vocational directors, eight vocational high school principals, 20 local supervisors, 322 full-time teachers and 1,060 part-time teachers.



Above, foundry work—a phase of general metals. Opp: Series & parallel problems in electrical lab.

INDUSTRIAL ARTS TODAY

AFTER LUNCH Joe made his last stop. He found the sign: "Industrial Arts—Mr. Andrews."

The sunny, spacious laboratory was a surprise. Signs indicated work areas for photography, graphic arts, metal work, drawing, plastics, woodwork, and electricity. Shelves displayed projects that could be made.

A student of about Joe's age answered his question.

"Mr. Andrews is over there helping those fellows pour a casting. My name's Dick Herbert. I'll show you around."

They paused to watch two boys who were about to lift a crucible from a melting furnace.

"You'd better use these goggles," Dick said. "And I'll wear mine."

When Mr. Andrews turned and saw Joe, he took him into his office.

"Our program," he said, "is planned to give boys—and a number of girls—industrial experiences and information. It acquaints them with materials and processes and helps them decide on a vocational program.

ENTERING the drawing classroom, Joe commented on the colorful posters. Mr. Andrews told him this area included drawing, printing, photography, bookbinding, and silk screen work. The posters, he said, were made by the silk screen process.

"In your senior year you can select an area of major interest. Jim, over there, picked architectural drawing and Bob, here, wants to work with his dad so he's taking machine design. But both boys had to work in all areas of the department first.

"You see, Joe," explained Mr. Andrews, "many parts we use in the machine shop come from our foundry."

They looked over the wrought iron work projects, watching one boy weld parts, another work at the gas forge, and others at the sheet metal bench.

GLANCING at the electricity sign, Joe asked: "Isn't electrical work pretty technical?"

Mr. Andrews told him students first study elementary phases such as circuit house wiring, and some go on to work in radio and even TV.

"Probably most important of all," he continued, "is the emphasis on safe practices, so necessary in working with electricity." He pointed to posters proclaiming rules, the use of goggles, and other safety measures.

"Our aim in industrial arts is to teach students about our industrial environment. Understanding industrial materials, tools, processes, and facts is necessary to effective participation in our society. All of industry affects us in some manner, regardless of our work."

"I guess I'd better talk to Mom and Dad about taking industrial arts —if it will fit in my schedule," Joe said as he thanked Mr. Andrews.

INDUSTRIAL ARTS IN Ohio, considered a phase of general education, is represented in the State Department of Education under the Division of Elementary and Secondary Education by P. S. Waldeck, State Supervisor. Consultant services are available to all schools. Major cities and many county school districts have supervisory service.

Industrial arts teachers are trained at Ohio State University, Miami University, Kent State University, Bowling Green State University, Ohio University, Ohio Northern University, Central State College, and Wilmington College.

Industrial arts is taught in about 1,200 of Ohio's 1,311 high schools and 180,000 boys and girls participate under some 1,800 teachers. The programs reflect Ohio's industrial development. City school systems are organized on a general unit shop basis, with drawing, graphic arts, electricity, foundry, welding, sheet metal, machine shop, crafts and cabinet making.

COUNTY AND exempted village school programs are planned for a comprehensive offering, with one or more teachers. Drawing, woodwork, general metals and electricity are emphasized. Automotives, phases of graphic arts, ceramics and other industrial subjects are included in many new or expanded facilities. Elective for the 9th through 12th grades, industrial arts is recommended for the 7th and 8th grades and, in most schools, is required for boys.

For those who elect industrial arts a start is recommended in the 9th and 10th grades. Some specializing is recommended for the 11th and 12th grade groups.

FOR HOMEMAKERS-TO-BE . . .

WHILE JOE was discovering the man's world at Central City High, Betty was busy too. Stopping first at the home economics department she stepped unnoticed into an area with four kitchen units where 20 girls were arranging equipment.

Just then, Miss McCartey called her class together.

"We have been studying the values of our small equipment. Each group has now rearranged their equipment according to criteria the class set up. You have experimented with space-saving drawer dividers, half shelves, and files.

"Our next step will be to test our new arrangements as we go into food preparation. Suppose we talk now about improving kitchens at home."

Ideas poured out. "Sounds like we have our problems," said Miss McCartey. "I can see interesting challenges for some of you, beginning right where we are today. By applying our principles to home situations we can plan further."

NOTICING Betty, she stopped to greet her. Betty told her she wanted to see all she could before deciding on her program.

"FHA meets next period," said Miss McCartey, "and I believe you would enjoy observing. The Future Homemakers of America is a national organization that all homemaking students may join. We have 65 in our chapter and last year, four earned the State Homemaker Degree. We have lots of activities and good times. Today the girls are planning a play school for children—in cooperation with our PTA and local church groups. We originated the idea."

Betty agreed to stay.

"I'm glad you're interested," replied Miss McCartey. "So many girls become homemakers soon after high school. Why nowadays, some even marry before graduation. And vocational home economics prepares them for efficient homemaking and happy family living. The chart on the bulletin board gives you the plan for our four-year program. It includes several areas each term—personal, home and family relationships, child development, housing, home furnishings and management, foods and nutrition, and clothing and related art. The girls help plan units."

"Would it be possible for me to take both home economics and distributive education?" asked Betty. "I've already had two years of home ec and I liked it, but I want to be a department store buyer."

"Yes, Betty, you may. You can choose any elective you prefer and if it's DE, talk with Mrs. Sands, the coordinator, and with your parents.

OHIO'S vocational home economics program is directed by Enid W. Lunn, with four district supervisors whose offices are in Columbus.

Teacher education is at Ohio State University, Ohio University, Miami University, Bowling Green State University, the University of Cincinnati, the University of Dayton, and Ohio Wesleyan University. Student teaching is in off-campus centers where the student teachers live and participate in community life during six weeks of student teaching.

Home economics was offered in 268 Ohio schools, urban and rural, last year, to 15,428 high school students and 13,046 adults.

DAY SCHOOL programs offer the broad aspect of homemaking, including all areas at each age level. They run four years, and services are extended eight to 12 weeks beyond the regular school term. Directed home experiences are stressed. Adults participate in part-time and evening classes and family life programs.

Trends indicate more and larger departments and more two and three-teacher departments. Large classes necessitate some revision in method. Changing conditions are making family life more complex. Greater understanding is necessary on the part of teachers when planning programs.

DE PAYS OFF

Actual display shelves and cash registers are in DE classrooms.

MISS McCARTEY introduced Betty to Mrs. Sands as a new student who wanted to take a look at the distributive education department.

"I'm a junior," added Betty, "and I've always wanted to be a store buyer. My aunt buys for Macy's. Miss McCartey says I can take distributive education my senior year if I want to."

Mrs. Sands showed Betty the classroom store with display cases, a wrapping counter, advertising layout equipment and storage facilities. There was even a cash register. The class, meanwhile, was setting up a window display.

"All 25 of our boys and girls are seniors," said Mrs. Sands. "They work afternoons and Saturdays in about 20 retail, wholesale and service establishments. In class, they study principles of store operation and salesmanship. With our equipment, they can try out their own ideas so that when they go to the stores they have more confidence.

"I would be glad, Betty, if you could go downtown with me after lunch. I'm going to visit two of my students who work at James Department Store."

AS SHE DROVE Betty to town, Mrs. Sands explained she was a coordinator as well as a teacher and therefore responsible for bringing together students' experiences at work and in school.

"Here we are," she said as she parked her car. "The girl is working in women's ready-to-wear and one boy is in the hardware department. We will try to see both. Last year my students earned an average of $18.72 each week. Not bad for a high school student, is it?"

Mrs. Sands stopped first at the personnel office where she talked with the manager and a department head. Both were enthusiastic about DE students.

"They even teach us old-timers new tricks," remarked Mr. Jones, the personnel manager.

Discussing the two students employed there, Mr. Jones agreed that they should have varied experiences in all phases of store operation.

Walking through the store, Mrs. Sands pointed out a young man who, she said, was an assistant buyer in household appliances.

"Only two years ago, John began here as a DE student."

BETTY'S questions began as the two returned to school.

"If I were going to take DE next year what should I be studying now?"

"Home economics is excellent for girls who want to be buyers," replied Mrs. Sands. "And you probably will want some typing and a general business course. Don't forget, too, you will need all the English, social studies and science you can schedule.

"I've got to run now," said Mrs. Sands at the school. "I have some last minute preparations for the DECA meeting tonight. DECA means Distributive Education Clubs of America. Tomorrow morning, we're giving an assembly program."

Like Joe, Betty was seeing Center City High in a new light by now. It would be great, knowing your schoolwork was helping you get ready for a home and a job.

And every shop window is a classroom for DE students.

OHIO'S distributive education program is directed by Marguerite Loos, State Supervisor since its inception in 1939. She is assisted by three district supervisors, one teacher trainer, a specialist in research and materials, and three itinerant adult instructors. Teachers are trained at Ohio State University. Management institutes of from 12 to 40 hours are held in communities and at universities.

DE COURSES, including both adult and cooperative classes, were conducted in 51 Ohio cities last year. Thirty-two cities offered 42 cooperative programs that enrolled 864 students who worked part-time for 441 business establishments. They earned $557,063 or, for each, an average of $666 a year or $18.71 a week.

The adult program reached 6,352 persons in 45 communities. More than one-eighth of the adults were in management classes for supervisors.

The new Max S. Hays Trade School, Cleveland, will offer preparatory training in skilled trades for youth; related instruction for apprentices; and trade extension training for journeymen in the evenings.

Adult classes make it a family affair

VOCATIONAL education led dinner conversation at the Ryans' that evening. Marie beamed as Joe and Betty told of the opportunities at Center City High.

"I even liked the teachers," grinned Joe.

"I'm certainly glad we moved here," added Betty. "I can take home ec now and next year I'll take distributive education.

Joe figured industrial arts would be his best elective this year, then he would go into auto mechanics for two years.

"I'll bet there's a real chance in the auto business here," he said.

It's been a long time since the kids told us their hopes and problems, reflected Charlie Ryan. This school must be all right.

Though new at the plant, Charles Ryan had been invited to a meeting at the high school, that very night, to talk over adult evening school plans. And Mrs. Ryan had been urged by a friendly neighbor to join the group because some of the courses were for women.

"This school seems to keep in touch with everyone," Marie said.

EIGHT o'clock found Mom and Dad in the school auditorium with 300 other men and women. On the stage were Henry Earl, school superintendent, the teachers Joe and Betty had met, and several others.

Speaking first, Mr. Earl told how Center City High School felt a responsibility for continuing the education of older citizens. He said evening school offered every adult new interests and understandings. Vocational courses, particularly, he pointed out, help people gain job promotions and increased salaries. The new techniques they can learn keep them up-to-date with industrial progress.

Henry Holtzapple, Chairman of the Citizens' Adult School Committee, described the classes to be held weekly for three months. He outlined the courses that would be offered in eight categories, then invited the audience to meet in various rooms with the teachers.

LATER, driving home, Charles told his wife that the course on human relationships in industry would be valuable for him, new in his work as a department supervisor. It was to be taught by an outstanding local plant official.

"I'd like that farm management course, too," he said. "Maybe I can get in on that next winter."

Mrs. Ryan had also made up her mind—Miss McCartey's class on budgets and household accounts would help her a lot.

"All of us are getting involved with vocational education," said Charles. "Joe and Betty today, now you and I tonight. Looks like vocational education in Ohio is really a family affair."

* * *

BUT VOCATIONAL education didn't become a family affair overnight in Ohio. Success has come from the support of school communities and administrators as well as from thousands of dedicated teachers. Under Ralph A. Howard, State Director, teamwork within the services has become a hallmark. Regular staff meetings and workshops contribute to this cooperative spirit. And the Ohio Vocational Association, more than 1,000 strong, accepts an increasing amount of responsibility for the further development of a sound program that will serve more and more families each year.

An adult DE class discusses selling features of a piece of merchandise.

States Report Progress--

By J. R. Cullison

THE FULL APPROPRIATION under the George-Barden Act by the last Congress was certainly a vote of confidence for vocational education. This confidence was based upon a performance record in which vocational education produced on schedule the quality and quantity of product needed to win a war and to successfully retrain and rehabilitate civilians and veterans for a post-war economy.

We all recognize and appreciate the stimulus provided by increased federal funds. Full allotment of George-Barden funds has provided benefits out of all proportions to the federal money involved. It has prompted state legislators as well as state and local boards of education to exert even greater effort. It is a mandate to vocational education to expand horizontally and vertically, as well as in quality and quantity in the years ahead.

THE NATIONAL ASSOCIATION of State Directors of Vocational Education commissioned me to find out what is being done in vocational education to develop a program geared to the ends of the people we serve. As a result, I submitted a survey form to all state directors. Thirty-nine replied. An analysis of replies is presented here.

My report is divided into two sections. The first deals with activities that influence the quality and effectiveness of the program but cannot be expressed statistically. These include new services, workshops, pilot programs, teacher - training, studies and research work resulting from increased funds. The second phase deals with the activities that indicate an expansion in the scope of the program as reflected by increased personnel, newly approved vocational departments, changes in state appropriations, and salaries for state and local personnel.

Developments in vocational education must be geared to changes in our economy. Today, only about 9 per cent of our working population is engaged in professions requiring a baccalaureate degree. Most of the other 91 per cent require some vocational training of less than college grade.

In agriculture we find a steady increase in the size of the farm, with a proportionate decrease in the number of farms. Farmers are becoming more efficient. A farm worker in America today produces enough food and fibre to support 18 people, as compared to 11 in 1940. Regardless of its social implications agriculture is becoming more and more a high finance business with less emphasis on farming as a mode of living.

Another trend is toward consolidation by incorporation. For example, 25 of Arizona's vocational agriculture teachers who were unable to finance a farming operation individually, formed a corporation and purchased a 200 acre farm which they plan to expand until it is large enough to be operated as an economic unit.

In walking through an automobile engine factory in 1940 I found endless lines of machinists each operating an individual machine. Today, I understand these men have all been replaced by one who operates a giant machine with a thousand tools that automatically machines the engine block, inspects the work and moves it on to the next department. You may ask what happened to the lines of men? This constant transition emphasizes the need to be ever alert if we are to be involved in training new recruits for newly created jobs.

In the distributive field, we have a steady decline in the number of small business firms. This is due in part to the increased efficiency of large business.

Large firms can employ experts in every phase of merchandising from personnel management to sales work. This service is not available to the small business manager unless the distributive program can "get into the act" and help him meet his needs on a continuous basis. Small business management training will doubtless improve the chance for small business to survive.

An entirely new group of small business firms is coming into the economic picture. These are the service businesses. They range all the way from diaper to income tax services. More attention is now being given to consumption economics and doubtless our leaders in distributive education will be involved in developing techniques for reducing the cost of distribution.

The home has always been thought of as the fountain head of democracy and a major source of social and spiritual values. Families today are mobile, and they have more interests outside the home. Approximately 11 million women are working outside the home. Living is more casual. Families are buying more goods and services, using more credit. The use of ready-prepared foods increases.

It appears that youth are being helped to discover themselves better than ever before. Through the guidance program they can determine with some validity what type of training they should pursue. Youth are being helped to discover themselves, but this is a slow process.

There is unimpeachable evidence to indicate that most youth are unable to make occupational preference as freshmen. The best interest selectors do not propose to have much validity before one is 17 years of age.

WE ARE TAKING BETTER CARE of our youth than ever before by helping them select the area of work in which they are likely to succeed. If we can accept the fact that freshmen are not ready to select a trade, then some of the patterns developing in our high schools today are completely defensible.

Certainly our all day program is being subjected to the influence of guidance personnel who are assuming an increasingly important role in determining the numbers and quality of

pupils enrolled in vocational courses. One definite trend is toward offering more pre-vocational or exploratory courses and using those as finder courses for freshmen and sophomores. A number of schools require two years of industrial arts work as a prerequisite to entering a vocational program. This delay in selecting a trade tends to improve the quality of trainee entering the vocational program. It limits the time available for developing occupational competency before graduation and logically leads to a greater need for terminal training programs at the 13th and 14th year grade level.

We find a similar pattern developing in distributive education in which general economics, consumer economics and salesmanship courses are offered as preparation for the senior year, when the formal program in distributive education is offered. These students also need additional work beyond the high school in terminal courses where they may specialize in the various technical subjects, ranging all the way from advertising to credit and collections.

Enrollment in vocational agriculture appears to be influenced somewhat by a tendency to offer more general or pre-vocational agriculture to high school freshmen. This course is exploratory and is used for selecting pupils who should enroll in the reimbursable program. The FFA has grown so popular that many administrators insist on enrolling pupils in vocational agriculture because of the effectiveness of the FFA in developing citizenship.

A SECOND OVERALL DEVELopment has been the renewed interest in terminal training programs beyond the high school. The proposed area vocational school bill has already stimulated a great deal of discussion. Institutions of higher learning are showing an interest in this movement. The pressure on them to accept all high school graduates has taxed their facilities and tempted some to compromise the integrity of strictly college curriculums in order to enroll all high school graduates who seek admission.

There is serious need for a nationwide study to determine the relative needs for each type of educational program as the basis for distributing the educational dollar. Institutions of higher learning have grown so large that our area vocational and technical schools have been dwarfed by comparison.

At present, areas of educational service that are inadequately financed tend to become neglected while other areas where the staffs and faculties are adequate to do a good job tend to be strengthened and given even greater financial suppport.

The area vocational technical school will tend to extend universal education through the 14th year for youth who will ultimately enter the labor market. This pattern fits into the present trend of delaying the age when youth can enter the labor market and also relieves the institutions of higher learning. We have apparently broken through the "age barrier" in getting more state and local support for out-of-school youth and adult classes. Every service reports larger increases in this group than in the all-day program.

"The area vocational school appears to be our best hope for meeting the retraining needs of workers displaced thru automation or other industrial developments since their courses can be intensive, elastic and available on demand."

Arizona, like many states, has a committee working on educational possibilities beyond the high school.

The area vocational school appears to be our best hope for meeting the retraining needs of workers displaced through automation or other industrial developments since their courses can be intensive, elastic and available on demand.

Our traditional course offerings will continue but our ability to meet the needs of industry on short notice will determine our share of this responsibility in the future. For example, the UAW recently negotiated contracts with the following job titles: atomic reactor assembly mechanic; missile preflight electronic checkout; rocket engine assembly; and electronic data processing analyst.

Doubtless, much of this type of training will be done by our public schools and a flexible well-financed area vocational school may be the answer. Labor laws in some states allow unemployment compensation to workers displaced by automation or other improvements provided they are enrolled in a training program—Michigan pays for a maximum of 55 weeks.

Another development is the expansion of single teacher departments into multiple teacher programs.

A great deal of publicity is being given to work experience programs as deterrents to juvenile delinquency. It is unfortunate that almost everything involving student activity has been dubbed work experience. In spite of this stigma some real progress is being reported in supervised work experience programs in each of the vocational services. Perhaps the greatest interest is in the use of directed work experience in vocational agriculture as a substitute for a supervised farming program.

MANY INTERESTING AND worthwhile developments were reported in each of the vocational services. I will mention a few of the highlights in each.

In vocational agriculture increased funds have resulted in the following:

Increased state appropriations.

An increase in multiple teacher departments. The Southern Region reported 127 new teachers. Fifty-two of these were employed as second and third teachers in established departments.

Increased travel allowance for teachers—Oklahoma, Georgia, Arkansas and possibly others are paying travel of teachers to all conferences including committee meetings called by the state office.

DISTRIBUTIVE ED DEVELOPMENTS ARE IMPRESSIVE

Employing specialists to work with teachers in improving their instructional program.

Employment of special teachers to work with out-of-school groups. Mississippi has employed 25 men to devote full time to working with adults in the area of farm mechanics. Georgia is using 12 itinerant teachers to conduct workshops for other teachers in the area of farm mechanics. Virginia has employed outstanding itinerant teachers in three or more counties to help upgrade the program of other teachers in these counties. Out-of-school enrollment increased 22 percent in the Southern Region. Seven out of the 11 states in the Western Region report big increases in out-of-school enrollments.

More subject matter materials are being provided.

Greater emphasis is on farm mechanics —Georgia, Montana, New Mexico, Mississippi and Utah report additional help in this field.

Distributive education impressed me with the number and quality of recent developments. One of the most interesting is a pilot program conducted in cooperation with the U. S. Office of Education to improve the effectiveness of the small business management training program. Three states in each region have been selected to participate. Results will be evaluated and used as the basis of publishing a guide on organization of management training for small business owners and managers and directing training into new areas for distributive education.

From reports made by George Sanders, State Supervisor of Distributive Education in Vermont; Dr. W. B. Runge, State Supervisor of Distributive Education in New Mexico; G. Henry Richert, Program Specialist, Distributive Education, U. S. Office of Education, I gained the impression that there were several very dominant developments.

Four states offered summer in-service training for teachers. Richert reports that in the Central Region, 10 universities and colleges carry on preparatory distributive education training and conduct in-service training during the summer sessions. Two new teacher trainers have been added in the North Central Region (New Jersey). Several states in the Southern Region (Florida) are adding part time people to prepare instructional materials. Several states are considering adding part time teacher trainers (Arizona). Many states reported shortage of qualified coordinators to handle the expansion of the cooperative programs. I gather that this problem is being remedied by providing teacher preparation on a full-time basis.

Five states in the Pacific Region report state supervisors for the first time. In the Central Region additional staff members have been added to state staffs. Several states have employed additional itinerant teachers. Several states in the North Central Region plan on city and county supervisors, and Rhode Island has hopes of a full time state supervisor. Even Alaska is viewing the addition of a state supervisor with some real concern. This year for the first time Alaska reports a distributive education co-op program.

Research programs have jet propelled with the new funds. In the Pacific Region for example, one state has employed a new full time research specialist to conduct an evaluation of the distributive education program and explore possibilities of certain combinations with related programs. In the Central Region, Richert reports:

"We are now in the fourth year of a distributive education research program that is headed by a committee of state supervisors and teacher trainers and in which most of our states participate in some form. Most of the North Central Region is showing interest in determining course content and follow-up studies which indicates a re-evaluation of programs. Many states are conducting curriculum development programs with a view toward revisions."

Several states are experimenting with new combinations and new techniques. In Illinois two counties with small local communities are combining to employ jointly distributive education and trade and industrial teacher coordinators; others are conducting part time cooperative programs on a county level.

Three states in the Central Region plan to join national DECA. Several states in the other regions are forming state associations in order to affiliate.

Expansion is found in numbers of teacher-coordinators employed and in the programs initiated for the part time cooperative phase. All states report a sharp increase in new part time cooperative programs as well as adult extension programs. This increase will surely be reflected in increased enrollments in the near future.

One supervisor puts it this way: "Now that we have received the full amount under the law, distributive education has finally arrived on a par with other vocational services. State directors and other officials in education should be impressed with the growing importance of distributive education in the educational family."

Renewed emphasis has been placed on establishment of career objectives for all cooperative students. Distributive education is trying new ways and reaching out for new answers to today's challenges for the oncoming tide of workers for the business occupations.

IN HOME ECONOMICS, much emphasis is on action research. North Dakota is conducting studies to determine the effectiveness of the homemaking program at the local level. In Ohio a study related to in-service training for the homemaker returning to the field of teaching after varying periods of non-professional employment is under way. In Texas, a cooperative study is on "consensus and interests of youth." In Louisiana, a study concerning attitudes of students and others toward home economics has been initiated.

At least six states list curriculum development study committees. The number of workshops has increased in which homemaking teachers are allowed released time or college credit to develop curriculum materials.

The number of men in adult home economics classes has increased in some states. In Phoenix, a class composed of young married couples studies financial management. One lesson is devoted to a study of the sources of friction relating to money. Another group of young parents is studying the problem of disciplining children. Husbands and wives meet in separate groups with the same teacher on different evenings.

The number of boys in homemaking classes has increased with the greatest growth in personal and family living for senior boys and girls.

Florida has developed a color film to help interpret the state and local programs of homemaking education. New York developed similar information in film-strip form.

Homemaking teachers are selected to be district leaders in their district for the year. They receive a nominal sum and expenses for travel.

Increased emphasis is given to paying travel of homemaking teachers for called conferences and workshops. Extended contracts are increasing in number.

Developments in trade and industrial education reflect a new vigor and determination to meet the challenges presented by the new industrial era. Many states have already taken formal steps to study present

TECHNICAL LEVEL COURSES MULTIPLY

and future needs for vocational technical training. In Oregon, the State Board instructed the State Director to draw up a bill for the legislature to make such a study. A study committee of 25 people representing management, labor and education has been appointed in Utah to study the trade and industrial program.

THERE IS A SHIFT TOWARD more technical level courses. In one area school the following new courses were offered engineering aids for the highway department: aircraft service courses; instrument courses; and a variety of precision type courses for new industries in the state. Washington state reported an 18 per cent increase in the number of women enrolled in trade and industrial classes.

There is renewed emphasis on supervisory training programs. Colorado is planning an expansion of its supervisory training program based on a survey of 400 plants and 6000 course listings.

Illinois expanded its supervisory and foreman training program into 22 additional firms and 5 local school systems.

Several new vocational schools are reported. The new $7,000,000 Dunbar School in Chicago and the new O'Fallon Technical School in St. Louis were the most impressive.

Leaders in trade and industries are taking a close look at their present offerings through a series of evaluations. Illinois has conducted local evaluations in 32 schools. Kansas added the services of an Assistant State Supervisor of Trade and Industrial Education and established an institutional teacher - training program with the services of a full time trade and industrial teacher-trainer and itinerant teacher training service throughout the state.

Kentucky is developing an extension to the adult and evening T & I programs in the area vocational schools for courses not operating under the new state education foundation program. They have established a program for training operators of heavy earth moving equipment.

Michigan has added an Assistant Trade and Industrial State Supervisor to further develop course offerings for women in the field of trade and industrial education in addition to a practical nurse program; developed experimental demonstration and exploratory programs for retraining unemployed workers in new occupations in three areas where previous employment was in industries no longer functioning locally; added an additional Assistant State Supervisor of Trade and Industrial Education to serve the total program; expanded the cooperative program by over 2,700 enrollees; and established additional courses for the technical occupations. Due to automation in the automotive industry, evening extension courses in electronics and hydraulics have been developed. Supervisory and conference leader trainers were trained for service with the U. S. Post Office. There has been a marked increase in the use of advisory committees.

Minnesota's major development is in part time trade extension programs and the extension of the area vocational school program. The REA Job Safety Training Program has been extended to include municipal utilities. A full time teacher trainer has been added to the local Minneapolis area vocational technical school staff. Six of the eight operating area vocational schools have added new facilities or additions to buildings. Facilities have been extended in the field of electronic training.

In Missouri, the significant growth is in part time trade extension programs; an increase of over 400 individuals. Study guides for the use of part time cooperative and apprentice programs are being revised. New evening extension courses for maintenance workers in automation were operated in St. Louis.

In North Dakota an Assistant State Supervisor of Trade and Industrial Education is being provided to extend evening courses over the state. Facilities for training electronic draftsmen are being expanded.

Ohio's plans and experimental programs for the training of workers for industrial occupations in marginal rural agricultural areas are underway.

Wisconsin's schools of vocational and adult education are extending opportunities for youth and adults who seek high school technical education. To meet growing demands, a new plan for these programs has been developed. Policies for accreditation have been developed. Standards for technical institute programs have been outlined for a number of technical occupations.

Newly approved departments of distributive education increased 15 per cent over last year and the number of supervisors increased 13 per cent. All day teachers in distributive education were up 6.8 per cent compared to 17 per cent for out-of-school distributive education instructors. In spite of the increased number of teachers in the out-of-school group, the total enrollment was 1.8 per cent less than last year, the only service to show a drop in enrollment. Distributive education leaders tell me this is due to a more careful screening of classes eligible for approval under the distributive education program.

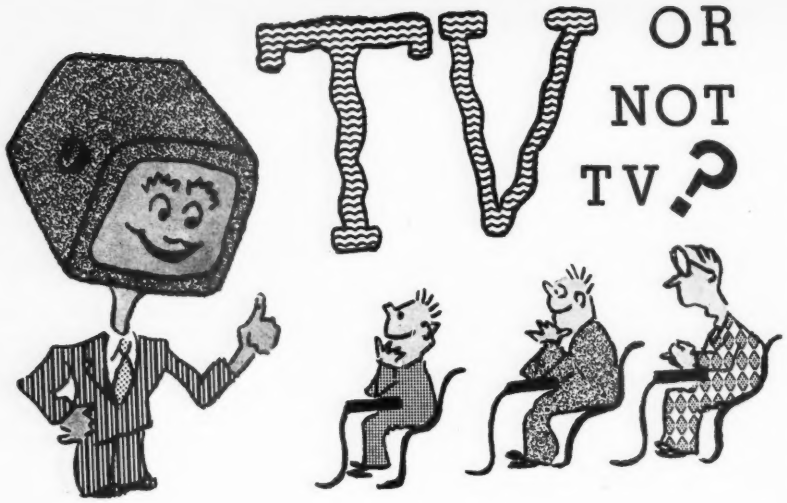
The number of approved departments in vocational agriculture appears to be leveling off with only a 1.5 per cent increase this year.

Guidance services suffered a loss both in number of supervisors and in counselor-trainers. I do not believe this is any indication of the true status of guidance services. It merely indicates that more of the states are transferring it to general education.

Homemaking leads in services in rate of increase in enrollment in the all-day program (9.7 per cent) and the out-of-school program.

In conclusion it appears that it is too early to make a valid evaluation of developments resulting from the full appropriation. However, we do have some indication that many new developments that will improve the quality of our program are in progress. There is no evidence to indicate any big increase in numbers of persons enrolled. In fact, when we compare enrollment in vocational classes to the total high school enrollment, we are barely holding our own. The U. S. Office of Education has recently reported an increase in high school population for the 1956-57 school year of 4.8 per cent to an estimated increase in vocational enrollment of 6 per cent.

TV OR NOT TV?



By J. Asbury Smith

EDUCATIONAL TELEVISION is presented in a variety of ways — noncommercial telecasting, close-circuit TV, educational programming by commercial stations and special presentations.

By the end of 1956, some 68 educational institutions were teaching by closed circuit, 23 non-commercial educational stations were telecasting regular programs, and commercial interests were continuing to encourage and produce programs for education. When viewed from its recent beginnings, the scope of educational TV has promising implications.

Experiments in telecasting technical matter bear this out.

There is considerable evidence that TV is an effective tool for instruction of adults in organized courses. Several universities use TV in preparing such students to pass examinations. Comparative studies in aviation training at the Navy's Special Devices Center on Long Island show TV teaching superior to conventional classroom instruction in effectiveness. Closed-circuit instruction in colleges is also increasingly successful.[1]

Although there are doubters, teachers and students who have tried television are optimistic, especially as to its use for vocational and practical arts education.

Programs may be transmitted on an assigned frequency, or by closed-circuit where a special cable connects television receivers to the chain.

The institutions that offer credit courses via television encounter many administrative and staff problems. Donald E. Emery recommends:

> Schools or departments should consider courses an integral part of their responsibilities
>
> Regular faculty members able to adjust to television should be assigned to credit-telecourse instruction
>
> Teachers should not be required to do TV-teaching in addition to normal full-time duties without suitable compensation
>
> TV teachers should become oriented in facilities, techniques and audio-visual methods that improve teaching effectiveness.[2]

MODERN EQUIPMENT has made TV transmission on a closed circuit economical, convenient and practicable. This form of television requires no federal license. Although industry has used closed circuit widely, education has not. In recent months, however, numerous examples of educational applications have been noted. An American Council on Education Committee reports that practically all institutions of higher learning with the necessary studio equipment are using TV to train students and staff in aspects of television work. Cornell University and the U. S. Naval Academy use the equipment primarily in engineering courses but more commonly colleges use it to teach phases of production.[3]

The American Council's committee reported last September that 68 educational institutions were using closed-circuit television facilities.[4]

Teaching by Closed-Circuit Television,[5] published last July and distributed to members of the Council, tells about Dewey B. Stuit's report on experiments started at the University of Iowa in 1955 to determine TV's value in the discussion method with large groups. Will the student learn when he does not actively discuss every problem?

"In general," Mr. Stuit said, "the instructors were satisfied. I believe that the bright students received the high grades; the less alert, lower grades. . . . I have no doubt that the cost of teaching this way could be considerable, especially if a building is constructed for the purpose. It is an excellent way, however, of bringing a skillful instructor to a large number of students."

In the same bulletin, James G. Rice of Stephens College reported this school's closed-circuit originates in a studio and is received in 52 viewing sections. The course offered was required for all students.

E. De Alton Partride of State Teachers College, Montclair, N. J., described an experiment there on TV "as a possible method of distributing good teaching and supplementing meagerly prepared teachers" in such subjects as science, art and music.

Kenneth Cristiansen, Southern Regional Education Board, summing up the reports, concluded that good instruction can be practically projected to "an infinite number of people." Those who have worked in closed-circuit endorse it. It seems that faculty interest is high.

MEDICINE, industry and education use television for technical presentations. An Army Signal School study in 1953 to determine the extent television could be used to teach technical subjects indicated it was superior to conventional instruction, although perhaps because of superior teachers.

The American Red Cross, however, found television students did as well on written tests as those from classrooms. They did slightly less well on performance tests. Persons with practice and television did no

TELEVISION IS FAR-REACHING; IS IT EFFECTIVE?

better than those with television only.[6]

Interviews with 251 women in Washington, D. C., furnished information from a series on *Let's Make A Dress* indicating TV is a good teacher, but emphasizing the importance of supplementary bulletins. Those asked thought the 12-minute programs were too short.[7]

An Annapolis experiment presented test-lessons to one midshipmen group by television, to a second group by regular instructional methods, and vice versa. The difference was small—only two per cent, computed on the basis of the maximum attainable score. The final advantage, as scored in retention tests, favored the groups taught by television in both cases.[8]

Writing about early problems in programming, Judith Waller tells how *Walt's Workshop,* the well-known television series created by Walter Durbahn, began by introducing an occasional how-to-do-it program and gradually including more academic contents.

"Not educational in the strictest sense of the word, but surely instruction, the former director of vocational education at Highland Park, Ill., High School shows children and homeowners how to create, build, and repair." [9]

ANOTHER SERIES on the educational station WQED-TV of Pittsburgh presents *Shop Talk* with Don and Art. Starting with a sawbuck and simple tools, they have progressed to sophisticated wood and metalwork.

Cumming reports on the early industrial arts series *What Do You Want to Know* at State Teachers College, Millersville, Pa., as typical of what an institution can do to produce its own programs. On Oct. 19, 1949, the college began telecasting 15-minute programs over WGAL-TV, channel 4, Lancaster, Pa. The series taught how to make a Hallowe'en mask, a leather bag, and how to print greeting cards from linoleum blocks. Then came plastics, silversmithing, jewelry making and drawing.[10]

Six programs planned by industrial arts teachers were telecast from KFMB-TV at San Diego. These were aimed at meeting metalworking shop needs and presenting the case for industrial arts. The subjects and teachers were: *Hand Tool Demonstration,* Kenneth Archibald; *Soldering and Layout,* Harmon Kurtz; *Simple Casting,* Loyal Roberts; *Basic Lathe Operations,* Carl Cummins; *Expansion and Characteristics of Metals,* Ernest Montiel; and *Making a Bud Vase,* Alva Oliphant.

M. J. Ruley tells of several programs with public relations objectives presented in Tulsa, Okla., where "thousands of persons recently visited industrial arts vocational education departments" without entering a classroom. The weekly 15-minute visits took parents, via TV, right into shops where they heard and saw their boys instructed in woodworking, drafting, or radio.[11]

At Springfield, Mo., weekly TV programs including industrial arts, started in 1953, are still going strong.

A significant 1955 series was planned by the Los Angeles County Industrial Education Association for a local station on graphic arts, handicrafts, automotive work, and metals.

PRESUMABLY AIMED AT meeting objectives in art, a program described by Allan Schoener is typical:

A young couple seeking furniture for their new apartment decides to have a coffee table made to order. The television audience watches as the table is made—from the designer's sketch to the completed job. A narrator explains how functional design is achieved.[12]

Merle O. Wiener, Iowa State College, discussing problems he had with his TV handyman program, says:

"I believe TV experience is good for a teacher. It helps him organize better and cut down on his long-winded demonstrations. I believe I am a better teacher today because of TV experience. I believe the students I am helping to become teachers will be better teachers because of their TV experience." [13]

The impact of television on industrial arts students was summarized recently by an industrial arts teacher:

"From the time we knew of our television date, my students have learned more architecture and public speaking than ever before."

EDUCATIONAL television promises a partial solution for the tidal wave of students attending schools and colleges through 1970. Although TV extends the influence of the teacher, especially the great teacher, to remote educational outposts, it need not displace teachers. It simply provides instruction for the great multitude for whom educators may not be available.

[1] Edgar Fuller, "What Is the Future of Television in Education?" *Current Issues of Higher Education 1953,* ed. Francis Horn (Association for Higher Education, 1953), p. 153.

[2] Donald E. Emery, "Telecourses for College Credit," *The North Central Association Quarterly,* Vol. XXIX, No. 2 (October, 1954), pp. 203, 206.

[3] Committee on Television, American Council on Education, *Educational Television Newsletter,* Number 11 (Washington, D. C., Oct. 1955).

[4] Ibid.

[5] Report of a Conference Sponsored Jointly by the Committee on Television of the American Council on Education and the State University of Iowa (Washington, D. C., 1956).

[6] Benjamin Shimberg, "Effectiveness of Television in Teaching Home Nursing," *Research Bulletin* 54-19 (Princeton, N. J.: Educational Testing Service, 1954). Reported by George R. Ganung, Michigan State University.

[7] Meredith C. Wilson and Edward O. Moe, "Effectiveness of Television in Teaching Sewing Practices," Dept. of Agriculture, Extension Service Circular No. 466 (Washington: GPO, 1951), p. 35.

[8] William R. Boehm, "Report of an Evaluation of the U. S. Naval Academy Educational Television System." (Annapolis, Md.: U. S. Naval Academy, 1954).

[9] "Education Via Commercial TV," Adult Education, Vol. III, No. 4 (March, 1953), p. 119.

[10] William Kenneth Cumming, "This Is Educational Television" (Columbia, Mo.; Communications Series, 1954), p. 27.

[11] M. J. Ruley, "Inside Their School," *School Shop,* Vol. XIV, No. 5 (January, 1955), p. 7.

[12] Allon Schoener, "Art in Your Life: The San Francisco Museum of Art Pioneers in Television," *The American Artist,* Vol. 15, No. 10 (Dec. 1951), p. 60.

[13] John A. Whitesel, "Industrial Arts on Television," *The Industrial Arts Teacher.* Vol. XVI, 1 (September-October, 1956), p. 7.

Above, boys look over farm driveway stop signs they made.
Opp., they paint warning signs on gasoline storage tanks.

Farm Safety Is on the March!

By L. Bond Bible

LAST FALL OUR community was shocked by the accidental death of a farmer. The young man was grading around his newly built home when his tractor overturned, pinning him helplessly. A former national student secretary of the Future Farmers of America, the victim was highly respected, with a bright future. But in his haste to complete a job he neglected to remember how easily a tractor tips.

Only two occupations are more dangerous than farming — mining and construction. No other occupations involve more fatalities. Accidents kill about 14,000 farm residents annually. Several non-farm occupations have more accidents but farm injuries are generally more serious.

Besides bringing suffering and sorrow, this is expensive. Falls, burns, gashes, mangled limbs and crushed bodies cost money both in medical bills and in work undone. Then, there's the property damage—broken machinery and equipment, injuries or electrocuted livestock and burned-down buildings. About $100,000,000 in farm property burns up in America every year.

IN AN EFFORT to stop this tremendous loss of life and property, the National Safety Council has enlisted the support of all farm organizations. With the stimulus of National Farm Safety Awards by the Future Farmer Foundation, the University High Future Farmer Chapter, Morgantown, W. Va., has been stressing farm safety for five years. Yet, in spite of the emphasis on safety one of our members lost most of his hand when he forgot some of the little things about handling firearms.

A farm safety committee, appointed by the chapter president, plans the safety program and sees that the plans are carried out. Farm safety is divided into 10 divisions for scoring in the FFA Foundation Award and we divided our chapter the same way. Committees worked on safety practices that covered promotion, transportation, using equipment and tools, handling livestock, working in the farm shop, using chemicals, using flammable materials, preventing and controlling fires, using electricity, and miscellaneous activities.

Several devices used in developing the program have been successful. Demonstrations are one of the most effective, whether the material is simple or complex. For instance, a community program of farm safety sponsored by the FFA chapter demonstrates "how to lift." Often a farmer's back is needlessly injured, perhaps for life, through improper lifting.

From National Safety Council plans, we constructed a model man—Junior. He performs in many demonstrations to show how lifting can be safe. He illustrates what may happen to back muscles when a heavy object is lifted in defiance of nature's laws. Children can understand these demonstrations and the lesson sticks. They have proved so successful the local power company asked the chapter to show lifting techniques to its employees.

We have found a team of two members makes a good demonstration. Two or more can handle the difficult subjects, and they develop ability in working together.

Almost all chapter programs include demonstrations. Activities such as parent-son banquets, assembly programs and community meetings would be dull without the visual approach.

We have used FFA teams to appear in various phases of first aid, fire prevention, safety in electrical wiring, and safe tractor operations before many different groups. The demonstration was the nucleus around which the programs were built.

ANOTHER VALUABLE activity is the community improvement project sponsored by Nationwide Insurance and conducted through FFA chapters that compete for state and re-

FUTURE FARMERS LEARN HOW TO SAVE LIVES

gional safety honors. Each chapter organizes several teams. Each team inspects a group of farms—with the owners' cooperation, of course—to look for frazzled power wires, uncovered wells, weak foundations, unshielded machinery, broken steps, and anything else that threatens life, limb or property.

For each hazard it finds, a team gets points. For each hazard the farmer corrects, the team is given additional points. Emphasis is on elimination of hazards and teams can also win points by publicizing safety practices through newspaper features, radio or TV, or public assemblies.

Pictures play an important part in publicizing the program. We use the high school's press camera and our daily newspaper has carried front-page pictures of safety programs conducted by our students. At the end of the last school year the paper carried a feature article with three pictures. These photos are used in safety exhibits at local and state fairs.

DO THESE methods get results? Let's look at the 1954-55 school year. For the fifth successive year farm safety was the No. 1 activity of the University High Chapter of FFA. With *Save Lives in '55* as a slogan, the chapter stepped up its program to make Monongalia County safety conscious. This included safety promotion in school, at home and on the highway.

Activities began with an educational exhibit titled *Reflectorize Your Farm Equipment,* shown at the State FFA Convention during National Farm Safety Week. The exhibit was displayed at four other places, including the West Virginia State Fair, to an estimated 95,000 persons.

Members presented six radio broadcasts on various phases of farm safety. They gave talks and demonstrations at five schools and six public meetings, and published 14 newspaper articles, including six pictures. Other publications include *A Farm Safety Leaflet for Future Farmers.* Copies of the latter were sent to FFA chapters in every state, Hawaii and Puerto Rico. The Florida and Montana associations requested 325 copies for their vocational teachers. In all, 2,000 copies were distributed.

During the year, students inspected 94 farms, found 1,463 hazards, and marked them with the skull-and-crossbones red tag. A checkup showed more than 68 per cent of the hazards were corrected.

Boys put scotchlight strips on 112 vehicles, including tractors, farm implements, trucks and cars; and on four yard poles to make them visible at night. They placed 25 farm driveway stop signs, put "no smoking" signs on 54 barns, and erected eight cattle crossing signs and nine danger signs at abandoned strip mine pools. They replaced 43 loose and broken tool handles, repaired seven gates, built four tool cabinets, dehorned 45 cattle, painted caution signs on six gas storage tanks and killed poison ivy by spraying on 13 farms.

UHS Future Farmers formulated strict safety rules to observe when traveling or working. Without accident, they traveled over 1,000 miles transporting students to and from farms, FFA contests, FFA meetings and conventions, and on an educational tour. They worked more than 250 hours in the school farm shop without even a minor accident.

The boys put up 650 safety posters in the school area, distributed more than 1,200 bulletins and mimeographed circulars, and showed 18 safety movies to over 2,500 persons.

The chapter sponsored a safe driving program and demonstration for the high school student body and had the police chief talk on safety with firearms. Members made a survey on fire prevention for the 525 high school students and distributed 200 fire prevention circulars. A safety library of over 1,000 items is maintained in the vo-ag classroom, and a bulletin board is set aside for farm safety items that include an accident record in the community.

Yes, farm safety is on the march.

Here a demonstration team shows what not to do when lifting heavy weights. Junior, FFA mechanical man, would have a back injury, if human.

By Dr. Donald K. Beckley

Where Can DE Find More Students?

PERHAPS THE MOST common problem faced in distributive education, as well as in the collegiate schools and departments of retailing, concerns how to attract more and better students. We agree that more must be done to bring word about opportunities in retailing to more young people who might find such a career desirable. We agree, also, that retail organizations must do a better job in presenting their case and in making the jobs they offer more attractive.

While many of us are busy using our same recruiting techniques more intensively, it is possible we overlook opportunities to broaden the area from which we seek these retailing students.

Where can DE find more students? If available store jobs were entirely for salespeople, it seems probable teachers and coordinators could profitably do even more research on what kinds of people make the best salespeople. Following some study of this subject in Europe,[1] the writer suggested American stores err in comparing retail sales jobs with factory and office work when possibly a more accurate comparison is with domestic service and restaurant and hotel work, where the same philosophy of serving the public exists. This may not seem practical in the search for salespeople—certainly not from the viewpoint of educators—yet it suggests there are a number of possible theories for careful exploration.

It would seem more practical to look in those closely related occupational fields in which students might normally have retailing interests; home economics and business courses for example. Rather than regarding these fields as competing for students, it might be possible to tie them closer, reversing the trend in many schools for distributive education to separate as far as possible from these related areas.

Here are some steps that might be taken more generally in seeking to atract business and home economics students to retailing courses.

1. SEARCH OUT more store jobs open to persons with skills developed in high school, particularly the increasing number of statistical and clerical jobs not commonly featured when stores talk about opportunities. Many such jobs exist, especially in large department stores, often with good promotional opportunities. Is it possible your community has desirable specialized retailing jobs you have not emphasized?

2. STRESS RETAILING in general business courses. Introductory business courses usually touch on retailing. But often it does not get the emphasis it deserves because those teaching it believe retailing courses take care of that, or because the rivalries among business fields have become so strong. Yet, one of the most logical places to present facts about retailing is in an introductory course in which comparable information about other areas of business is being presented. Too often, the good and bad features of retailing are presented in isolation to young people rather than by direct comparison with other fields. Whether one likes or dislikes any career surely depends largely on its comparison with others, and such an introductory course seems an excellent place to make this possible.

3. ENCOURAGE more business students to take basic retailing courses because of their application in other fields of business. A recent poll in the retailing class of a business graduate school showed most of the students were there, not because of any interest in store work, but because they expected to work with manufacturers, advertising agencies, or other organizations with retail store contacts. These young men were studying retailing because they believed it would help them in other ways. The same thought seems to apply to distributive education classes. If students, their teachers and advisers could be persuaded that a retailing course—preferably an introductory general one—could help them in other fields, this might bring a share of recruits now, or perhaps later in their working lives.

4. INCLUDE STORE executives as speakers on business. Commonly, retailing executives invited to speak in schools talk only about their stores, which is reasonable; yet would it not be possible to have store office managers speak on store techniques just as appropriately as insurance office managers do? Would not a department store personnel director be an appropriate choice for general personnel subjects to a group of business students? These are possibilities for bringing the business student's attention to retailing and for persuading him to think of it not as a separate area, but as one of the business fields he might choose as a career.

Examples used here for general business have a similar application for home economics, though in some situations the relationship is not quite so clear.

At this point, it does not seem likely that retailing will draw more students by isolating itself further from related fields and by ignoring the kinds of preparation for business and for home economics given to so many other young people in high schools and colleges. It seems clear that the next steps are up to the distributive education people themselves.

[1] Beckley, Donald K., *The Social Status of Retail Selling*, STORES, March 1953.

PROGRAM OF WORK

AVA – 1957

AVA's 1957 PROGRAM OF WORK is planned to serve the membership and to further promote vocational and practical arts education.

Elected officers of the AVA and the headquarters staff have cooperatively worked out and listed items of major concern as a guide throughout the year. Definite plans are the result of resolutions adopted by the House of Delegates at the 1956 AVA Convention, recommendations of the AVA Advisory Committee, AVA Executive Committee minutes and important, current issues.

1. To Promote and Enrich Vocational and Practical Arts Education

a. Complete work on the publication *Vocational Education in Rural America* (in cooperation with the Rural Education Division of the National Education Association.)

b. Continue to prepare evaluative criteria for vocational and practical arts education (in cooperation with the Committee on the Cooperative Study of Secondary School Standards).

c. Continue to prepare recommendations for planning and constructing vocational and practical arts facilities (in cooperation with the American Institute of Architects.)

d. Cooperate with other professional and lay organizations in matters relating to education.

e. Continue to seek ways and means of expanding opportunities for related training for apprentices in the public schools.

f. Continue to seek ways and means of expanding programs to meet training needs for adults who must be kept abreast of the new developments in their occupations.

2. Legislative Program

a. Ask Congress to appropriate the full amount authorized for vocational education under existing laws.

b. Intitiate a bill in Congress authorizing appropriations for area vocational programs of less than college grade, including authorization of funds for state supervision of industrial arts.

c. Endorse and support legislation for the establishment of an independent agency within the federal government to be known as the "Research Institute for the American Home."

d. Continue to support legislation authorizing federal funds for schoolhouse construction.

e. Support adequate appropriations for the U. S. Office of Education, including earmarked funds for the Vocational Division.

3. To Strengthen AVA and Affiliated Associations

a. Assist affiliated state associations in strengthening their programs of work.

b. Set up one or more pilot work shops for state association officers.

c. Develop plans to help teacher educators form student organizations at teacher training institutions.

d. Help state associations establish membership divisions for students preparing to teach.

e. Encourage students preparing to teach to attend national vocational conventions.

f. Familiarize AVA membership with the organization of the AVA.

g. Encourage increased participation in AVA activities at national, state and local levels.

h. Promote teacher attendance and teacher participation at AVA conventions.

i. Compile a handbook for national officers.

j. Expand committee activities to include areas of work described in the 1957 Program of Work.

4. To Expand Vocational Programs; Increase Public Understanding

a. Disseminate facts about vocational and industrial arts education to general educators and the lay public.

b. Present to all AVA members the latest information from the field of vocational and practical arts education, principally through the pages of the AMERICAN VOCATIONAL JOURNAL.

c. Explore ways and means of conducting vocational studies and surveys in local communities and states.

d. Promote vocational and practical arts programs for older people.

e. Give emphasis to vocational guidance and promote its expansion in the public schools.

f. Continue the preparation and publication of bulletins to promote vocational and practical arts education.

5. To Promote Professional Interests

a. Work to obtain for vocational and practical arts teachers and officials salaries that are adequate and equal to those of similarly qualified men and women doing equivalent work.

b. Encourage recruitment of vocational and practical arts teachers.

c. Promote scholarships for vocational and practical arts teachers.

d. Encourage leadership training programs.

6. To Promote Membership

a. Strive to obtain membership in each state that is equal, at least, to potentials established by the AVA Membership Committee.

b. Increase AVA membership in cities and states where membership is low and potential is high.

c. Increase number of sustaining and contributing memberships.

d. Increase number of memberships among students preparing to teach.

7. To Promote International Understanding

a. Expand the International Education Committee to include persons engaged in vocational education in other countries.

b. Invite people from other countries to attend and participate in national and state vocational convention programs.

c. Assist in recruitment of vocational and industrial arts leaders for assignments in foreign countries.

Official tellers Forrest Lawton, J. C. Huffman and Robert Volland open sealed box of ballots in AVA's first presidential mail election.

Bass To Head AVA

R. E. BASS, Virginia State Supervisor of Agricultural Education, was named to succeed Eva W. Scully as AVA President for the 1957-58 year in the Association's first election by ballot March 10.

New AVA Constitutional requirements calling for election of the Association's head by ballots mailed to Washington headquarters were observed for the first time. Official tellers, appointed by the AVA Executive Committee, were Forrest Lawton, Baltimore County, Md., Supervisor of Distributive Education; J. C. Huffman, vocational agriculture teacher, Berryville, Va.; and Robert Volland, T & I instructor, Washington, D. C. These men made the official count and filed a statement for the Executive Committee that appears in full on this page.

Six additional persons were present March 10 to open envelopes and turn over ballots to the tellers for counting.

In compliance with provisions of the AVA Constitution, this is to certify to the Executive Committee of the American Vocational Association, Inc., that

R. E. Bass
State Supervisor
Agricultural Education
Richmond, Va.,

has been duly elected AVA President for the 1957-58 AVA year by virtue of the fact that he received a majority of the votes cast by AVA members from a careful count by authorized tellers of the ballots mailed to the Washington headquarters office of the AVA with postmarks on or before March 10, 1957.

We further certify that when we began our duties as tellers, we found that all ballots received in official designated envelopes marked "Ballot" were unopened and contained in two large sealed boxes, into which the ballots had been deposited through a small opening.

Helpers who opened 8,040 envelopes pose with tellers. L. to R.: Cynthia and Rebecca Burkett, Elizabeth Horton, Frances Polito, Diane Davis, and Betty White.

R. E. BASS

BALLOTING RESULTS

STATES	VOTES	MEMBERS 2/1/57
Alabama	450	1016
Arizona	67	141
Arkansas	161	709
California	288	713
Canada	9	33
Colorado	83	256
Connecticut	43	202
District of Columbia	47	100
Delaware	44	110
Florida	138	422
Georgia	290	1291
Hawaii	17	75
Idaho	50	173
Illinois	375	1770
Indiana	124	594
Iowa	157	623
Kansas	149	470
Kentucky	92	557
Louisiana	187	880
Massachusetts	156	797
Maine	38	76
Michigan	138	384
Minnesota	312	1108
Mississippi	139	579
Montana	41	137
Missouri	429	865
Maryland	109	265
Nebraska	103	314
Nevada	19	68
New Hampshire	12	19
New York	321	1345
New Jersey	72	312
New Mexico	46	152
North Carolina	318	1238
North Dakota	50	193
Ohio	261	969
Oklahoma	189	985
Oregon	64	191
Pennsylvania	237	520
Puerto Rico	7	14
Rhode Island	15	32
S. Carolina	205	812
S. Dakota	43	134
Tennessee	180	708
Texas	202	808
Utah	34	141
Vermont	20	89
Washington	108	452
West Virginia	66	231
Wisconsin	295	1006
Wyoming	39	136
Virginia	681	1123
Unreadable post marks	320	
TOTALS	8,040	26,339

What Happens to Technicians?

By Harold N. Hertenstein

IT IS EASY to describe industry's need for skilled technicians from a quantitative standpoint—they are needed. If the recruiters who visit schools seeking graduates do not outnumber these students two-to-one, the school is fortunate.

Industry needs at least twice as many technicians as engineers. At present, our schools are turning out about half as many technicians as engineers. But instead of reviewing the quantitative problems, let's look at the quality and utilization of these people.

In order to determine what happens to technicians in industry, educators should explore seven questions.

WHERE DO schools get their raw material? Many students enter a specific school because of the reputation it has established. Many technical schools find that satisfied customers do their public relations job.

Geographic location creates another source of raw material. Nearby schools offer students many advantages.

Another factor is the cost of training that is influenced by the location of a school.

As a result of all of these factors, the student body in any one particular school will represent a reasonably average cross section of mental ability. There is no doubt some schools of higher training attract a better than average student body. However, we must assume that each school will have a reasonable share of brain power.

WHAT HAPPENS to this material? One publication has outlined eight areas of employment for technical school graduates. These areas were broken down into 108 job opportunities and 22 assorted semi-professional occupations thrown in for good measure. A survey of school publications indicates there are various "associate degree" curriculums available. In addition to this, technical schools find their work leading toward training that is somewhere between the craftsman or artisan and the professional engineer. This indicates the types of training offered in technical schools are numerous and varied.

Students are taught fundamentals and the application of fundamentals to specialized technical jobs. Students are prepared for almost immediate satisfactory job performance in industry. But behind this specialized training is a tendency to teach application of fundamentals for the sake of the application technique rather than for the sake of the specific subject matter.

WHY DOES industry need the finished product? Many jobs can be performed better by technicians than by engineers, particularly in laboratories and other departments that involve manipulative skill. There are important jobs—not sufficiently challenging to engineers—that provide the technician with a springboard into engineering. Technicians are in demand for this type of assignment. And a technician's understanding of hardware, production and maintenance methods makes him valuable on an engineering team. Even though the job may not be that for which he has prepared, an easy transition can be made. Skilled technicians can do much to relieve the engineer shortage. If the technician has an understanding of engineering fundamentals, the associate soon becomes a full-fledged engineer.

HOW AND where does industry use technicians? A partial list of areas where technically trained persons are used in industry indicates the wide range of opportunities. Included are design; laboratories of all types; flight test data and instrumentation; wind tunnel; technical writing and illustrating; field service; tool design; plant layout; plant engineering; production planning; industrial engineering; structural weights, materials and processes; and inspection.

Because of the specialized requirements of such work, many plants provide on-the-job training. This involves a large instruction program in the specialties during actual job performance. These are starting jobs. Many technicians move up the salary scale by learning advanced skills, continuing education, supplementing training, and, sometimes, simply by becoming more mature. Some engineers in most responsible positions started as technicians.

WHAT TYPE of finished product does industry want? It is difficult for a technician to advance in his work or to continue his education without fundamentals in mathematics, science and English. In addition, he needs experience in the application of these fundamentals for the sake of technique. Students who make the transition from theory to practice with ease have almost unlimited opportunities.

Fundamental technical skills are important, too, for those jobs that require them or include publications or illustrations that involve them. Industry constantly repeats its request for students with fundamental backgrounds since final job selection is almost invariably made after the first job in industry.

Good technicians and associate engineers are in great demand. However, as both groups acquire more industrial experience their differences in ability and interest disappear.

WHAT TECHNIQUES contribute to success in industry? One error in education is the failure to recognize the fact that training prepares students for careers that may last 50 years. Ultimate success will be determined by such factors as continued education, proper job selection, and reading in related and unrelated fields. The maturity of a worker, determined to a great extent by social and technical identification, is also important.

WHAT QUALITIES determine the technician's ultimate success? Again we come to matters, not normally considered in a curriculum, that do so much to determine success—God-given ability, personality motivation, maturity, energy, adaptability, and leadership.

Industry's job is too large for any one group. The variety of required specialization calls for teamwork among men of many backgrounds, experiences and skills. Our nation's technological supremacy is all-important. Education and industry are on the same team, with like objectives. With this type of mutual understanding, victory can't be far away.

From the US Office

John B. Pope attended a meeting of the Executive Committee of the Board of Directors, National Council on Hotel and Restaurant Education, at which the program of activities for the Council for 1957-58 was planned. The program will include educational activities on all levels, but special emphasis will be placed on the collection and dissemination of information regarding the establishment of sound programs of hotel and restaurant education in schools and colleges and on improving the climate of such training for both pupils and teachers.

* * *

Margaret Alexander and Selma Lippeatt served as consultants for the annual meeting of supervisors of home economics and teacher-educators in Maryland on March 12-13. Further plans for a state-wide study on improving the practices of teaching foods and nutrition were developed.

* * *

The 1957 Trade and Industrial Education National Leadership Development Conference will be held at Cornell University, Ithaca, New York, August 12-23. The pattern of this year's conference will include the successful features of the pilot program held in Fort Collins, Col., in 1955, and the conference held at Purdue University last year. The activities of the 1957 conference will provide potential leaders with an opportunity to identify and discuss basic concepts of trade and industrial education. John P. Walsh, Director of the Trade and Industrial Education Branch of the Office of Education, will be the general chairman. He will be assisted by a number of conference leaders and selected resource persons who are in leadership positions in trade and industrial education across the Nation.

* * *

Selma Lippeatt served as consultant for a three state meeting of home economics teacher-educators in Harrisburg, Pennsylvania, March 3-5. Sixty persons from Delaware, New Jersey, and Pennsylvania participated in the conference which emphasized the use of research to improve home economics education programs.

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Beulah Coon assisted home economics education personnel in Texas, February 11-14, with planning the second phase of a State-wide research study on interests of high school students as a basis for curriculum planning. This is a joint project of the Texas State Education Agency and the Hogg Foundation of the University of Texas.

* * *

Four new bulletins for the Future Farmers of America have been completed in the Agricultural Education Branch. "Proceedings" of the 1956 national FFA convention have been printed and distributed to the states. A new promotional brochure about the Future Farmers of America Foundation has been printed for the use of the Sponsoring Committee during the coming year. The Foundation's "Annual Report" and "Program for 1957" are at the printers now and will be mailed to vocational agriculture teachers and State Supervisors in April.

* * *

Virginia F. Thomas of the Home Economics Education Branch participated in the Conference for Secondary School principals held in Washington, February 22-27. She also participated in the convention program of the Department of Audio-Visual Instruction of the NEA, March 3-6.

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Richard S. Nelson, Program Specialist for the Trade and Industrial Education Branch, served as a consultant to the nine-man committee which conducted a study to aid and determine the direction of future developments and improvements in trade and industrial education in the State of Utah. This study was the outgrowth of a citizen's advisory committee that made a study of vocational education in trade and industrial occupations last year. Impetus was given to the importance of the study by Governor Clyde of Utah, who has recommended substantial increases in vocational education funds in his budget message to the Legislature.

* * *

In order to assist the Technical Education Committee of the Trade and Industrial Education Branch of the Office of Education in its study of the implications of technological change, a selected group of trade and industrial education leaders was called to a special conference held during the AVA Convention in St. Louis. Richard S. Nelson, Program Specialist for the Trade and Industrial Education Branch, who is chairman of the Technical Education Committee, proposed a suggested plan of action at this conference. The committee approved as a plan of action the calling of a National Conference on Vocational-Technical Education to be held in May, 1957, and a conference of the four regions to be held in 1959. The conference of regions would be held in a central location, where representatives of the Pacific, Central, Southern, and North Atlantic Regions would discuss the role that vocational technical education should play in trade and industrial education.

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Edna P. Amidon participated in a meeting on February 25 in Washington with an American Home Economics Association research committee in interpreting the scope and nature of the research which is related to the home and family currently underway in the Department of Health, Education, and Welfare.

* * *

James H. Pearson, Assistant Commissioner, was in Puerto Rico and the Virgin Islands the latter part of March. He was there to review the entire program of vocational education and to participate in the twenty-fifth anniversary of the beginning of the present program of vocational education in Puerto Rico.

THIS YEAR—PLAN A CONVENTION VACATION!

Delegates to the '57 AVA Convention in Philadelphia, August 5-9, will have opportunities to visit famous mementos of early Americana—Independence Hall, the Liberty Bell, the Betsy Ross houes, and Valley Forge.

Plans can be made, too, to extend travel through the New England area where almost any hobby or interest may be indulged. Art, architecture, camping, golfing, hiking, sightseeing, music, water sports, mountaineering and the theatre are among attractions the six diversified New England states boast. Scenic splendor creates a paradise for photographers.

Excellent roads, such as the Merritt Parkway, lead directly to Boston. Historic sites in Massachusetts include Paul Revere's home and his famous route to Lexington and Concord, Plymouth Rock, Bunker Hill, and the Old North Church. Routes may be traced through quaint villages and pine-scented hills. Flaming sunsets disappearing behind majestic, purple mountains will not be forgotten.

A seaside route shows rocky headlands, sun-drenched beaches, and the unique flavor of Yankee seaports. The Maritime Museum and the historic ships that are docked at Mystic, Conn., create a replica of an active, mid-nineteenth century coastal village where famous "Clippers" divulged the treasures of China.

Regardless of route, the gourmet will revel in New England's famous Boston baked beans, brown bread, fresh seafoods and apple pan dowdy.

Greasepaint addicts will find celebrated stars on "busman's holidays" at country playhouses. Typical are the Provincetown Wharf Theatre, Cape Cod, and the handsome new Shakespeare Festival Theatre at Stratford, Conn.

New England's industrial plants welcome visitors, too. Tourists who must combine business with pleasure may inspect the oldest and one of the most highly developed manufacturing centers in the world where industries that date back to Colonial times retain reputations for accuracy, craftsmanship, ingenuity, and skill. Veteran manufacturing plants produce silverware, jewelry, rubber products, firearms, typewriters, shoes, machine tools and newsprint as new manufacturers turn out aircraft parts, plastics, and electronics equipment. Seven atomic-powered submarines are being planned in New London where the first two were built.

Research facilities that approximate one-sixth of the nation's total are housed in New England. Internationally famous are organizations in Cambridge, called "trillion-dollar row" because of American industrial achievements.

With all types of transportation available, AVA conventioneers may easily roam through Yankeeland's entire six states in a week. Be sure to see New England, sample its varieties and enjoy its world-renowned hospitality! — CATHERINE F. GRANT, 1957 AVA Convention Assistant General Chairman and a former Connecticut Yankee.

Association News

New DE Editor for Journal

Charles W. Echols, Florida State Supervisor of Distributive Education, Tallahassee, has accepted appointment as JOURNAL Editor for Distributive Education, replacing William B. Logan whose term expired in December.

Born at Maybrook, Va., Mr. Echols earned his AB at Emory and Henry College and his Master's at Florida State University. He served as teacher, assistant principal and coach, Pembroke High School, Pembroke, Va., 1929-35; principal, Herbert Hale School, Narrows, Va., 1935-37; and senior instructor, Air Base Technical School, Langley Field, Va., 1937-38. For four years (1938-41) he was in Honolulu as Registrar and Chief Clerk, Schofield Barracks School, going to the Central Pacific Area in 1941 as Intelligence Chief and Auditor-Inspector and returning to Honolulu for two years as Officer for the Kappalama Area. In 1945 he went to Lakeland High, Lakeland, Fla., to serve for four years as an instructor in business science, then for two years as Coordinator of Diversified Cooperative Training. He joined the State Department of Education staff in 1952 after serving for one year as Polk County Coordinator of Diversified Cooperative Training.

Mr. Echols' professional memberships include Iota Lambda Sigma; Sigma Iota, the AVA, the Florida Education Association, and Kappa Phi Kappa. He says his greatest recreation is being with his family; his hobbies include church work.

Nord Heads Minneapolis Program

Raymond V. Nord has been appointed Director of Vocational Education, Minneapolis, Minn., replacing John Robohm who recently retired. Mr. Nord has served as Principal, Minneapolis Vocational High School for the past ten years. Previously he was in charge of War Production Training in Minneapolis and also a junior high school teacher.

New USOE Staff Members

New U. S. Office of Education Staff members include Helen Katheryn Powers, Program Specialist in Practical Nurse Training, and Marshall Langdon Schmitt, Specialist for Industrial Arts.

Miss Powers has been Director of Nursing, George Washington University Hospital, D. C., since 1949. Previously she served as Director of Nursing for the Berwyn Hospital Association, Berwyn, Ill. (1946-49) and Educational Director of Nurses, Chicago Board of Health (1943-46).

For the past eight years Mr. Schmitt has been Associate Professor of Industrial Arts, North Carolina State College, Raleigh. He was an instructor at the University of the State of New York, Oswego from 1946-49.

Faulkner Heads Ag in Alabama

T. L. Faukner, widely known throughout the state of Alabama, has been named to succeed the late J. C. Cannon, as State Supervisor of Vocational Agriculture, State Department of Education, Montgomery.

In this capacity Mr. Faulkner will supervise vo-ag departments in 352 high schools. This involves training 30,000 farmers and farm boys annually, and serving as State Advisor to the 14,000 Alabama FFA members and students of vocational agriculture.

Mr. Faulkner has served as Assistant State Supervisor of Vocationa Agriculture for 16 years, nine years of which he was also state FFA Executive Secretary. A native of Lamar County, Ala., he holds a bachelor of science degree from Mississippi State College and a master's degree from A.P.I., Auburn.

Before going to Auburn in 1941 as assistant state supervisor, Faulkner taught three years in junior high school, served as school superintendent and principal, and as a vo-ag teacher. He published the *Northwest Alabamian*, a Fayette County weeky newspaper for two years and has had a variety of experiences in public relations during the past 20 years.

PUERTO RICO GOV. MARIN PROCLAIMS VO-ED MONTH

"Whereas, The vocational education program was started in Puerto Rico 25 years ago, by the endeavor of our government and with the cooperation of the U.S. Government; and

"Whereas, This program, which is part of Puerto Rico's determination to improve its way of living, contributes notably to the people's educational, economic and social development; and

"Whereas, Through its various activities, such as home economics and native handicrafts, agricultural and industrial training, commerce, industrial arts and orientation services, the program has been growing for the past 25 years until at present it performs services to a school population of more than 115,000 students; and

"Whereas, During the last eight years, the program has helped the Commonwealth Government in the occupational training of a workers group of over 75,000 skilled and specialized men and women; and

"Whereas, The vocational education program in Puerto Rico serves as model and inspiration to other countries in the training and orientation of personnel, and in the study and organization of programs in the various aspects of this educational field; and

"Whereas, Educational leaders of the U.S. and other countries have publicly recognized the achievements of the Commonwealth of Puerto Rico in the field of vocational education; and

"Whereas, Vocational education in Puerto Rico has entered its second stage of 25 years of development with a strong sense of responsibility to continue, with more and more enthusiasm and efficiency, in the service of our people toward greater achievements; now, therefore,

"I, Luis Munoz Marin, Governor of the Commonwealth of Puerto Rico, do hereby proclaim the month of March, 1957, as Vocational Education Month, and I urge the people of Puerto Rico to take part in the acts held to commemorate this event."

Ohio Plans '57 Meeting

The General Planning Committee for the Annual meeting of the Ohio Vocational Association met early in January and made tentative plans for the 1957 Convention to be held October 4 and 5 at the Southern Hotel, Columbus.

DOWELL J. HOWARD

The death of Dr. Dowell J. Howard, State Superintendent of Public Instruction in Virginia, February 23, is mourned not only by those with whom he had been closely associated in Virginia but also by educators throughout the nation. In his passing, education has lost a beloved and esteemed leader.

Dr. Howard's entire career was in the field of education. A native of Maryland, he received his B.S. and D.Sc. degrees from the University of Maryland and his M.S. degree from Virginia Polytechnic Institute.

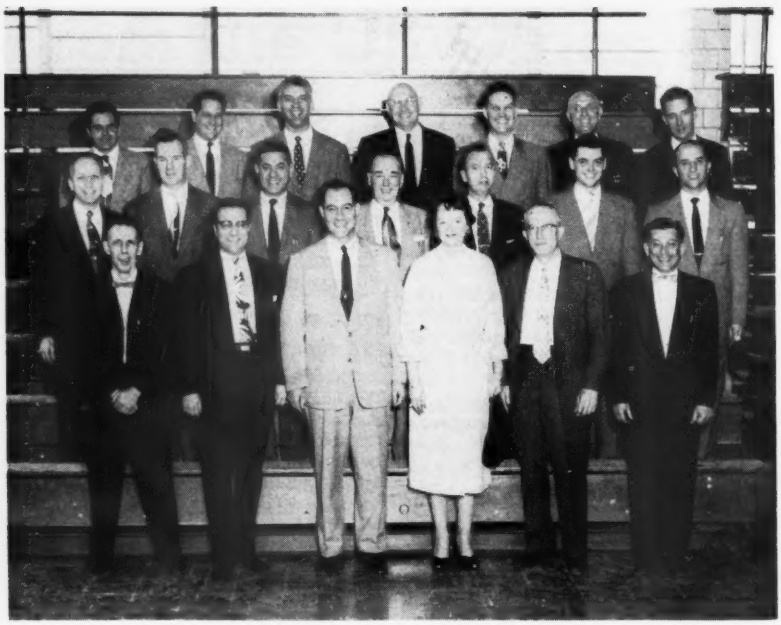
He came to Virginia early in his career to serve 37 years in various educational positions. His career as an educator began as a teacher of vocational agriculture at Boyce. Later he taught vocational agriculture at Virginia Polytechnic Institute, Blacksburg. He served as a school principal, area supervisor of agricultural Edution, State Supervisor of Agricultural Education, Assistant Superintendent of Public Instruction and State Superintendent of Public Instruction.

Throughout his career, he never lost sight of the goal to which he aspired—to spend his life and energy in the betterment of educational opportunities for all the children of all the people not only in Virginia but also in the nation.

His career was filled with outstanding activities in educational and civic groups. A long-time member of the Virginia and American Vocational Associations, he was a past president of the VVA and a life member of the AVA. He rendered outstanding service as a Rotarian and held many important offices in this organization.

At the time of his death, he was a member of the board of directors of the Council of Chief State School Officers. He held many honorary degrees in youth organizations including the FFA, FHA and DECA.

Dr. Howard's great influence for good and the progress made in the public school system of Virginia during his administration will stand in tribute to the success of his work.—R. E. BASS, Virginia State Supervisor, Agricultural Educ.



AVA LIFE MEMBERS
BERGEN COUNTY (N. J.) VOCATIONAL & TECHNICAL HIGH SCHOOL

First Row: Ed Pickens, Victor Mastronardy, Harry C. Stephan, Mrs. Inez Fyscher, Harold A. Weideli, R. James Giuliano. Second Row: Theodore Haerich, Quentin Hughes, Joseph Naturale, Leon Devoy, John M. Cummings, Timothy Monahan, Anthony Sbrocco. Third Row: W. A. Koch, Joseph Johnson, John Kuzman, Victor Heppa, J. N. Parris, A. E. Greatorex, C. M. Offenheiser.

Harold A. Weideli, Director of the Bergen County Vocational and Technical High School, Hackensack, N. J., reports a challenging record of life memberships. Twenty-two of the school's 37 staff members are AVA life members. This total includes four members of the school's academic staff.

Twenty of Bergen County's life members are pictured here. Two who are not shown are Henry Sprekelsen and Fred Steingress.

NEA CELEBRATES CENTENNIAL

The National Education Association is celebrating its centennial anniversary during 1957. With *An Educated People Moves Freedom Forward* as a theme, a broad program of activities is scheduled. Emphasis is on three major objectives: to consider the decisive role of education in a changing world; to stimulate action to provide adequate education for the increasing millions of children; and to strengthen the teaching profession in its service to all people.

April 4, 1957 will mark the National Birthday Celebration. On that day some 6,000 local education associations throughout the nation will hold birthday parties to commemorate the founding of NEA.

Another observance—the *Teacher's Minute*—means that hundreds of thousands of local groups will salute members who are teachers as well as the teaching profession by observing a moment of silence April 4.

Ideas, leaflets, and suggested programming are available from the Centennial Office, NEA, 1201—16th St., N.W., Washington 6, D. C.

Shishkin Calls for New Look at Vo-Ed

The background and problems of vocational programs in effect today must be fully understood for effective future planning, according to Boris Shishkin, Director, AFL-CIO Department of Civil Rights.

In an address at the Youth Training-Incentives Conference, sponsored by The President's Committee on Government Contracts in Washington, Feb. 4, Mr. Shishkin said:

"Equal economic opportunity has been proclaimed as a central goal of the American way by the President of the United States, by leading spokesmen of American management and by organized labor. . . .

"Our young people—all of them—need some practical training. Actually, up to the first World War nearly every girl and boy had an opportunity to learn how *to do* something. The home, the school, the neighborhood sand lot, the cellar, were all places where youngsters could learn to do something. . . .

"There were things to be done—not just to be watched, as others did them—in this world of 40 or more years ago. But soon our world grew more complex. Homes became smaller and in a small apartment there was no room to putter and to learn. . . .

"The first World War stepped up the tempo of life and work. There was need for people who could do things. The nation urgently needed men and women with manual skills. The question was in the air—'why the shortage of manually trained workers?'

"Labor had pleaded for more practical training for many years. In fact, in 1908, the AF of L established a special committee to explore such training programs and plan for a program of vocational education.

"The need for such a program was soon widely recognized. In Congress, Senator Hoke Smith became its champion. . . . The Smith-Hughes Act became law in 1917. . . .

"The years have proved that the foundation laid in this Act is good. It still stands. . . .

"The vocational training programs under the Smith-Hughes Act have been carried up to the present day. From time to time these programs have been re-examined and adjusted to meet changing needs and changing standards. Today, we must re-examine these programs again to make sure that they do serve the best interests of all the people and thus best serve the general welfare."

SPLIT SHIFTS CURTAIL LEARNING

U. S. Commissioner of Education Lawrence G. Derthick, in recent testimony related to school construction hearings, pointed out that when children go to school of split shifts they lose about 20 per cent of their school time. By the end of the school year this can amount to as much as a two-month loss.

Dr. Derthick told the subcommittee that studies show that over a seven-month period children in full time attendance advanced, on the average, nearly two months more in reading, writing and arithmetic than did children on half time. He also drew attention to curtailments in health, speech correction, remedial reading, music, and supervised study programs that take place when schools run on half-day sessions.

AHEA Wants Research Bureau

The American Home Economics Association will ask the new Congress to establish a federal research institute to unearth answers to problems now plaguing millions of American families.

Study by a special Association committee for more than a year has convinced Association leadership that in many areas of homemaking and family lving the nation's families need the benefits of far more scientific data than are now reaching them. The committee concluded also that only an agency of the federal government with a nationwide point of view can guarantee that research will be conducted in all of the areas needed for the total well being of our families.

THE AVA AWARDS PROGRAM

Each year the AVA honors organizations and persons who have made outstanding contributions to the development and improvement of vocational and practical arts education. The AVA Awards Program includes: citations for individuals and organizations; outstanding service awards for professional personnel; and awards of merit to individuals and organizations.

Citations to individuals and organizations are given in recognition of contributions of national significance. This citation is awarded only to persons not engaged in educational work on a professional basis who have significantly aided the development and progress of vocational and practical arts education. They may be editors, writers, members of Congress, leaders for improvement of home and family living, farm leaders, merchants or manufacturers. The Citation may also be considered for organizations such as school boards, business firms, and farm or other professional groups. Only under unusual circumstances will more than one be presented each year.

The *Outstanding Service Award* is presented only to professional educators who have rendered service beyond the call of duty to vocational and practical arts education. Not more than six such awards are presented annually.

The *Award of Merit,* to be given for the first time this year, may go to business firms, industrial companies or organizations, or lay leaders not engaged in education on a professional basis who have contributed significantly to the success of vocational and practical arts education at state and local levels. Not more than four of these awards will be given each year.

Copies of a nomination blank have been mailed to all state directors of vocational education; state supervisors; teacher trainers; officers of state vocational associations; and members of the AVA Executive Committee. If you are not included in this list and you would like to have a nomination blank, send a request to the AVA Washington office.

All officers of professional organizations or business firms, farm and labor leaders, and teachers are invited to submit nominations. They should be sent to the AVA office, 1010 Vermont Ave., Washington 5, D. C., not later than July 10, 1957.

Ample time should be taken and special care exercised in the preparation of nomination blanks. All facts of special significance about your nominee should be listed in chronological order. Many persons within the AVA membership and in agencies contributing to the success of vocational education deserve recognition—J. WARREN SMITH, Chairman, Awards Committee.

Convention Program News

Both James H. Pearson, U. S. Assistant Commissioner for Vocational Education, and Dr. Lawrence G. Derthick. U. S. Commissioner of Education, will participate in the opening general program for the agricultural education division of the AVA, Philadelphia, August 5.

AIAA to Meet in Kansas City

Delegates to the 19th Annual Convention of the American Industrial Arts Association will face the problems of *Developments Affecting Industrial Arts Education Programs* when they meet at Kansas City, April 23-26.

Meeting just before the general sessions of the AIAA will be these allied associations: The American Council on Industrial Arts Teacher Education with Dr. R. Lee Hornbake, Director of Industrial Education, University of Maryland, in charge; and the American Council of Industrial Arts Supervisors led by G. Wesley Ketcham, Consultant in Industrial Arts for the Connecticut State Department of Education.

AIAA President, Roy A. Radtke, Director of Industrial Arts, Milwaukee Public Schools, will open the general convention on April 24 in a program featuring Dr. Lindley Stiles, Dean of the School of Education, University of Wisconsin, who will keynote the convention with discussion of developments affecting education.

Other industrial arts leaders who will speak at major sessions include Dr. John A. Fuzak, Coordinator of Industrial Arts, Michigan State University, and Dr. H. H. London, Professor of Industrial Education at the University of Missouri.

MISSOURI ADDS STAFF MEMBER

Virginia Dyer has joined Missouri's Industrial Education Staff as Supervisor of Practical Nurse Training. A registered nurse, Miss Dyer has had extensive experience in training both professional and practical nurses.

Temple Offers Convention Specials

The Business and Distributive Education Departments, Temple University in Philadelphia, announce they will conduct courses that will allow attendance at the 1957 AVA Convention, August 5-9.

Regular summer sessions at Temple will be conducted from July 1 to August 9. Each course is so planned that assignments include attendance at the convention and discussion of proceedings.

Distributive education offerings will include: problems of the coordinator, methods of teaching fashion merchandising, and a DE workshop. Business education courses will be business arithmetic and methods, and advanced study in business education. Students may register on July 22 for the latter course or the DE workshop and earn two semester hours of credit.

Vocational agricultural educators in the Philippines, attached to the ICA Foreign Aid Program, work cooperatively with the Philippine Government, Department of Education, in the rehabilitation of 41 vocational agricultural schools.

L. to r.: Oleen Hess, vo-ag teacher, Molalla, Ore.; Clovis R. Wilkey, Arkansas State Supervisor of Vocational Agriculture; Willard Kaiser, vo-ag teacher, Colfax, Wash.; Harold L. Kugler, technical trainer, farm mechanics, Kansas State College, Manhattan. Mr. Wilkey, who completed four years of service in the Philippines November 17, 1956, is on home leave at Little Rock, pending reassignment.

NEW BOOKS

Exploring Agriculture, by Everett F. Evans and Roy L. Donahue. Prentice-Hall, Inc., Englewood Cliffs, N. J., 1957. 366 pages.

Summarizing the most recent information on our rapidly changing agriculture, this study deals with the problems of the field and the ways in which science is helping to solve them. Almost 300 photographs are featured.

* * *

Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers, by H. N. Hunsicker. Office of Education, U. S. Department of Health, Education, and Welfare, 1956. 94 pages, 45 cents. Order from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Designed to help plan and conduct instructional programs for young farmers, this bulletin offers suggestions for developing close cooperation among school administrators, teachers and farm and civic leaders of the community.

* * *

Soil Use and Improvement, by J. H. Stallings. Prentice-Hall, Inc., Englewood Cliffs, N. J., 1957. 430 pages, $4.90.

This study of the history and fundamental factors of soil erosion considers remedial measures for its control and presents the elements needed in planning a sound soil and water conservation program.

* * *

Business Library Catalog, by the Cities Service Business Library. Cities Service Petroleum, Inc., Business Research and Education, Room 1702, 60 Wall St., New York 5, N. Y., 1957. 27 pages, free.

As an aid to the businessman, this library furnishes a list of available publications, many free, of value in meeting problems in management. All offer advice based on wide experience in business. An order form is included.

* * *

Money Management — Your Clothing Dollar, edited by Money Management Institute. Household Finance Corporation, Prudential Plaza, Chicago 1, Illinois, 1956. 37 pages, 10¢.

In this booklet the essentials of good wardrobe planning are set forth. Practical advice on the purchase and care of the family's clothing is featured.

* * *

Food Retailing Career Opportunities. National Association of Retail Grocers, the Julian J. Jackson Agency, 11 S. La Salle St., Chicago 3, Illinois. 14 pages, free.

This pamphlet describes opportunities and advantages for young people in the fast growing food retailing industry, tracing the growth of the industry and its future.

* * *

Civic Education Programs for Adults, by Arthur P. Crabtree. National Association of Public School Adult Educators, 1201 16th St., N.W., Washington, D. C., 1956. 64 pages, $1.50.

Written for the Curriculum Committee of the National Association of Public School Adult Educators, this pamphlet is offered as a help to directors of local programs. The first of a series on critical curriculum aras in adult education, it includes suggestions for the operation of civic education programs.

* * *

1956 Handbook on Women Workers, Women's Bureau, Bulletin No. 261, U. S. Department of Labor, 1957. Order from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 96 pages.

This handbook presents facts on trends in women's employment, laws and statistics. It is designed as a source book for labor unions, employers, educators and women's organizations.

* * *

Measurements of Mind and Matter, by G. W. Scott Blair. Philosophical Library, 15 East 40th St., New York 16, N. Y., 1956. 116 pages, $4.50.

This study of measurement as a basic scientific procedure approaches problems in the borderline region between physics and psychology. Though dealing with highly technical matters it can be understood by the intelligent layman.

* * *

What Social Security Means to Women. Women's Bureau, U. S. Department of Labor, 1957. 26 pages. Order from U. S. Government Printing Office, Washington 25, D. C.

Women's stake in the social security program is set forth in this pamphlet with full information regarding eligibility of women workers and wives of retired workers.

* * *

Blueprint for Talent Searching. by Richard L. Plaut. National Scholarship Service and Fund for Negro Students, 6 East 82nd St., New York 28, N. Y. 42 pages, 50 cents.

This publication, made possible by a grant from the Fund for the Advancement of Education of the Ford Foundation, is available to leaders in education and government for guidance in investigating hidden reserves of talent among economically, culturally and educationally deprived groups.

* * *

The Sentence Completion Method, by Amanda R. Rohde. The Ronald Press Co., 15 East 26th St., New York 10, N. Y., 1957. 301 pages, $7.50.

This study presents clinical technique for investigating personality. Illustrated by 23 case histories, instructions are given for administration, scoring and interpretation, and the theoretical implications involving standardization and utilization of the method are set forth for psychologists, students and research workers.

* * *

Planing Space and Equipment, prepared jointly by the American Home Economics Association and the Home Economics Education Branch, Office of Education, U. S. Department of Health, Education, and Welfare. Order from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 84 pages 65 cents.

Based on the experiences of home economics administrators, architects and others, this publication is designed to assist in planning new buildings or remodeling old ones for programs of home economics in colleges and universities.

* * *

Early American Designs, by William W. Klenke. Educational Department, Stanley Tools, New Britain, Conn., 1956. 16 pages, 25 cents.

This set of plans for a number of wooden objects is based on designs of the colonial forefathers. It is one of a series for the home craftsman who enjoys working in wood.

* * *

Contemporary Metal Home Furnishings, by Donald G. Lux and Edward R. Towers. McKnight & McKnight Publishing Co., Bloomington, Illinois, 1957. 185 pages, $3.50.

Information, for beginner or craftsman, is offered here for making furnishings of contemporary design at only a fraction of their retail costs. It discusses the working characteristics of individual metals, and includes a wide range of projects.

* * *

Planning a Machinery Storage Layout, prepared by G. E. Henderson and C. E. Turner. Southern Association of Agricultural Engineering and Vocational Agriculture, Barrow Hall, Athens, Georgia, 1956. 25 pages, 60 cents.

With photgraphs and plans for construction of machinery storage layouts, this publication presents up-to-date information on protection of farm machinery. The best procedures for planning machinery storage to fit the needs of the modern farmer are described.

EDITORIAL BY R. M. EYMAN

(*Continued from page 11*)

The pupil also learns more about himself in vocational education activities. He learns there are nearly 30,000 ways in which men earn their livings. He finds out if the job he likes best requires skillful fingers or quick thinking and learns something about the money he should earn and his chances for promotion.

A student must learn for himself that not all persons work at the same speed or with the same skill. When a pupil finds this out he begins to understand why some workers are paid more than others, why the slow worker is laid off first when work grows slack. All this helps him to make his own vocational choice.